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ABSTRACT

This is volume two of a two-volume civics curriculum on law and effective citizenship for upper-elementary students. The lessons, set in American historical eras, engage students in cooperative-learning activities, role plays, simulations, readers theater, stories, and guided discussions, which introduce and reinforce law-related and civic education concepts and skills. Designed to meet the needs of a multi-centered student population, this curriculum features step-by-step teaching procedures, reproducible worksheet and activity masters, lessons linking the historical and law-related content to the present, and service-learning opportunities. This volume contains four units and 21 lessons in total. In unit 1, "Immigration, Diversity, and Equal Protection," students use the methods of historiography to trace the immigrant-origins of five families whose ancestors came to America seeking opportunity and freedom and struggled for equality. In unit 2, "Due Process," students visit a hypothetical New England village of the colonial era and learn essential lessons about due process. In unit 3, "Authority," students explore the concepts of authority by helping a tired king rule his kingdom and view the causes of the American Revolution through the eyes of Bostonians as the colonies moved toward independence. In unit 4, "Rights and Responsibilities," students learn about the rights and responsibilities of citizenship by helping James Madison draft the Bill of Rights and also about the appropriate limits of those rights. As a conclusion, students create their own Bill of Rights and Responsibilities. (EH)

Adventures in Law and History, Volume II

Coming to America, Colonial America, and the Revolutionary Era

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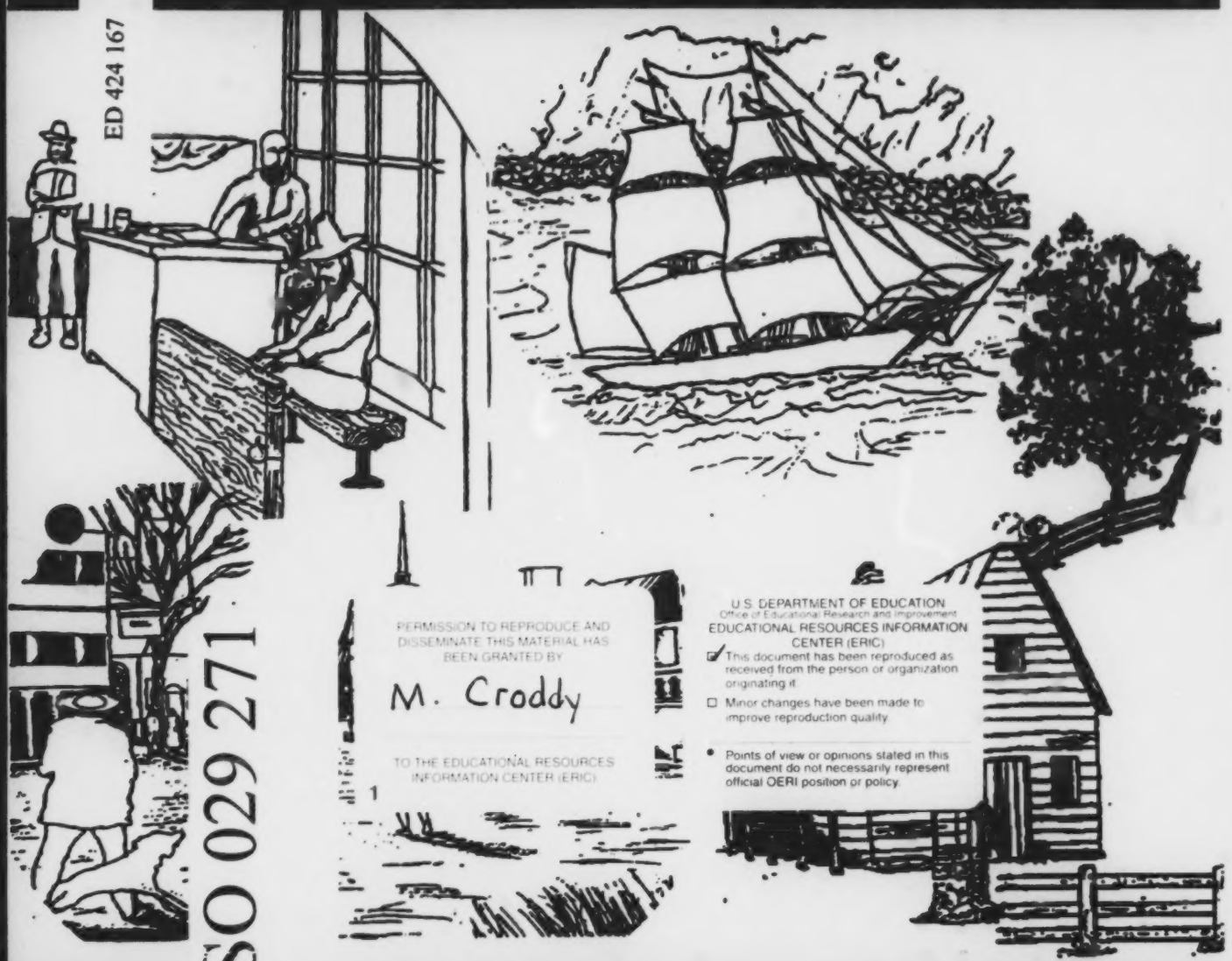

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A Law and Civic Education Curriculum for Upper Elementary Grades With Units on Equal Protection, Due Process, Authority, and Rights and Responsibilities

CRF

Adventures in Law and History, Volume II
Coming to America, Colonial America, and the Revolutionary Era

A Law and Civic Education Curriculum for Upper Elementary Grades
With Units on Equal Protection, Due Process, Authority, and Rights and Responsibilities

Curriculum Design

Marshall Croddy

Writers/Editors

Marshall Croddy
Charles Degelman
Keri Doggett
Bill Hayes

Illustrator

Jeff Nishihira

Production

Andrew Costly, Production Manager

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Gary Kravits, Cheryl Maliniak, Shelly Meena, Jeff Share, Barbara Tennesen, and Kathy Yoshimi.

Todd Clark
Executive Director

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005

(213) 487-5590 Fax (213) 386-0459
http://www.crf-usa.org

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Contents

Teacher Introduction 3
Overview of Both Volumes 3
Features 4
Teacher Tips 4
Using Outside Resource Persons (ORPs) 4
Tips for Effective Small-Group Work 4
A Note on Using Simulations 5
Tips for Doing Service Projects 5
Lessons 7
Unit I: Immigration, Diversity, and Equal Protection 7
Lesson 1: Coming to America (Part I) 7
Lesson 2: Coming to America (Part II) 17
Lesson 3: Family Freedoms 21
Lesson 4: And Justice for All (Part I) 24
Lesson 5: And Justice for All (Part II) 29
Lesson 6: Celebrating Diversity and Equal Protection 34
Unit II: Due Process 36
Lesson 1: The Safety Patrol 36
Lesson 2: Agatha Dredd's Village: Time Traveling With the Safety Patrol 40
Lesson 3: Agatha Dredd's Village: The Trials 51
Lesson 4: The Safety Patrol Returns: Making Fair Rules 60
Lesson 5: Due Process Protectors 63
Unit III: Authority 65
Lesson 1: The Tired King 65
Lesson 2: No Taxation Without Representation 81
Lesson 3: Boston and the British 86
Lesson 4: The Declaration of Independence 94
Lesson 5: Dealing With Adults and Getting Somewhere 104
Unit IV: Rights and Responsibilities 113
Lesson 1: Mr. Madison Needs Some Help (Part I) 113
Lesson 2: Mr. Madison Needs Some Help (Part II) 117
Lesson 3: The Land of Cantdo or...The First Amendment Is Missing 123
Lesson 4: Superheroes of Freedom 129
Lesson 5: Brought to You by the Bill of Rights 135

Coming to America (I)

Overview

This six-lesson unit introduces "Adventures in Law and History." Students explore issues of immigration and diversity and the role of law in protecting equal rights. Students travel back in time through the letters and diaries of first-generation Americans and explore their own family's past to learn about the freedoms valued yesterday and today. Later, students learn how law has dealt with historical and contemporary cases of discrimination and match problems of discrimination with legal solutions. The unit concludes with students participating in a service-learning project to promote appreciation for diversity, equality, and tolerance.

In this two-lesson sequence, several eras of U.S. history are previewed as students explore the letters, diary entries, or journals of young people who came to America more than 100 years ago. Working in small groups, students use these primary sources to learn about the experiences of the new immigrants and the reasons they came to this country. In the next lesson, students from each group present their findings to the rest of the class.

Objectives

Students will be able to:

- Infer information about the United States by examining a wall clock.
- Find answers to specific questions from a source reading.
- Describe several reasons why immigrants came to the United States.
- Identify a law-related issue from a source reading.

Materials and Preparation

- A wall clock
- **Handout A: The Treasure Chest**—1 per student
- **Handout B: Discovery Questions**—1 per group of 3–5 students
- **Handout C1–C6: Words from the Past**—1 per group

Procedure

A. Focus Activity—Clock Brainstorm

1. Tell students that historians study many things to learn about the past—letters, diaries, even everyday objects. Explain that they can learn many things from everyday objects *if they look closely*.

2. Ask students:

   ▶ What does the clock on the wall tell us about how we live? (We know how to tell time, we know numbers, we have electricity, etc.) As students answer, ask them to explain how they got their answers.

B. Small-Group Activity—Exploring History

1. Tell students that they are going to act as historians and find out information about the past.
2. Distribute **Handout A: The Treasure Chest** to each student. Read it aloud to students. This handout tells about two young people discovering a page written by a young person in the past.
3. Divide the class into groups of 3–5 students and distribute **Handout B: Discovery Questions** to each group. This handout asks students to answer questions about their person from the past. Review the instructions with the class and ask each group to select a recorder to write the names of the group members on this sheet.
4. Distribute **Handouts C1** through **C6**. Each group should get one handout. If you have more than six groups, some groups will have the same handout. This handout contains a letter, a page from a diary, or journal entry written by a young person in the past.
5. Explain that members in each group should answer the questions in **Handout B: Discovery Questions** by searching through the letter, diary, or journal entry they received. Tell them to discuss and think carefully about their answers. This is important because each group will report its answers to the class.
6. Give the groups time to complete the assignment. While they work, circulate among the groups. The group with Sequoya Smith (Handout C3) may need some help because the answers to questions 4, 5, and 6 are simply that his people have always been in America.
7. At the end of class, collect **Handout B** and **Handout C** from each group. Tell students that tomorrow they will report their findings to the class.

Teacher Introduction

With a grant from the U.S. Department of Education, Constitutional Rights Foundation has developed a two-volume civics curriculum on law and effective citizenship for upper-elementary students. Although developed specifically for California's History-Social Science Framework, the lessons fit into the curriculum of most U.S. history courses. Set in historical eras, the lessons engage students in cooperative-learning activities, role plays, stories, readers theater, and guided discussions, which introduce and reinforce law-related and civic education concepts, skills, and applications.

Created in collaboration with upper-elementary teachers, both volumes are designed to meet the educational needs of a multicultural student population; both emphasize basic, cognitive, and social-skill development; and both promote the positive involvement of students in their schools and communities.

Overview of Both Volumes

Adventures in Law and History I

This volume contains three units and 18 lessons in total.

Unit I: Rules and Laws: Students visit a Native American Chumash village and discover how rules and laws derived from myth and tradition help the Indians govern tribal life and resolve conflicts.

Unit II: Property: Students meet Luisa, a girl living in a pueblo on the Spanish Frontier. There they explore the concept of property and how law helps resolve conflicts over property.

Unit III: Authority: Students experience a hypothetical mining camp in the Gold Rush era and discover what life might be like without effective authority and examine the role of the executive, the legislature, and the judiciary.

Adventures in Law and History II

This volume contains four units and a total of 21 lessons.

Unit I: Immigration, Diversity, and Equal Protection: Using the methods of historiography, students trace the immigrant origins of five families whose ancestors came to America seeking opportunity and freedom and struggled for equality.

Unit II: Due Process: Through the magic of time travel, students visit a hypothetical New England village of the Colonial era and learn essential lessons about due process.

Unit III: Authority: Student explore the concepts of authority by helping a tired king rule his kingdom and view the causes of the American Revolution through the eyes of Bostonians as the colonies move toward independence.

Unit IV: Rights and Responsibilities of Citizenship: Students learn about the rights and responsibilities of citizenship by helping Mr. Madison draft the Bill of Rights and learning about the appropriate limits of those rights.

Features

Both illustrated volumes of this innovative curriculum feature step-by-step teaching procedures, reproducible worksheet and activity masters, lessons linking the historical and law-related content to the present, and service-learning opportunities. All student handouts are also available in Spanish.

Each unit:

- Provides students with a foundation of law-related and civic-participation knowledge, skills, and applications.
- Is rooted a particular era of U.S. history.
- Has one "Contemporary Application" lesson in which students apply the concept in a contemporary situation.
- Concludes with a "Community Adventure" lesson, a service-learning project promoting the positive involvement of students in their schools and communities.
- Addresses the needs of a multicultural urban student population.
- Emphasizes basic, cognitive, and social participation skill development.

Teacher Tips

These materials call for the use of outside resource people, interactive methodology, and service projects. The following provides a brief review of these approaches.

Using Outside Resource Persons (ORPs)

1. Contact the resource person and arrange a visit to your classroom for the lesson. After sending a copy of the lesson, discuss the visitor's role and the goals of the lesson.
2. Place the visit in context. Explain the class's course of study and the objectives of the course.
3. Describe the audience. Tell the speaker how many students will be present and their age range, interests, and achievement levels.
4. Discuss the length of the lesson, the teaching strategy that will be used, and the time allotted for the resource person. Alert the resource person to any special considerations: particularly difficult questions that could arise, strong feelings among students about issues that will be covered, etc.
5. Request specific times and dates. Suggest two or three alternatives from which your guest can choose. Some resource persons require considerable advance notice.
6. Be sure the speaker has the correct address, directions, and knows where to park.

Tips for Effective Small-Group Work

Small groups require all students to do their job and help others to improve their own work. The final product—the result of several people's best efforts—is better

than what each individual could do alone. The following are some concrete suggestions for using small groups effectively:

1. Provide **clear** instructions to the group. It is best to give the group just one or two instructions at one time.
2. Prepare students with adequate **knowledge and skills** to do the work (e.g., background readings, classroom discussion, understanding of roles to play, etc.)
3. Students must be given **enough time** to finish their task. Think creatively in advance about ways to occupy groups that finish ahead of other groups.
4. Small groups work best—from three to five **students**, and only two or three when a complicated written product is the intended outcome.
5. Teachers should consider how their **reward and evaluation strategies** affect the use of small groups. There should be a group reward for group efforts.
6. Be clear about **management issues** of groups. If someone must report back to the class on the group's work, there should be a process for selecting the reporter at the outset.
7. Teachers (and those in the classrooms around them) should be prepared for the **increased noise level** that occurs during cooperative-learning activities.
8. Form **diverse groups.** Mix students by skill level, social groupings, etc.
9. Teachers should **circulate, observe, and evaluate** what is happening in the groups.
10. Look for ways to encourage **interdependence** within a group. If possible, assign each member a specific role. Groups are more effective when their success depends on every group member.

A Note on Using Simulations

These materials use many role plays and simulations. The purpose of most simulations is to place students in a role that evokes an emotional reaction. Simulations can be powerful tools of social studies instruction as students gain a deeper understanding of events and empathy for people of the past. The activity should be monitored for an appropriate level of student reaction. The debriefing is the most important element of a simulation and should be completed immediately after the activity.

Tips for Doing Service Projects

Each unit concludes with a service project. Service projects are exciting ways for students to apply concepts they have learned, to learn how to plan and organize, to create goodwill at school and in the community, and to practice citizenship skills by helping others. The projects recommended in the lessons are small projects that can be done by students inside school. In some lessons, we suggest ideas for various projects. Before assigning a service project, you should decide the following:

- How much class time can students spend on a project?
- Will the whole class do one project or will separate groups do their own project?

- Will you decide on a project in advance and guide students to choose that project, or will you give students several projects to choose from, or will you let students decide for themselves on a project? (Note: The more decisions students make themselves, the greater their buy-in to the project. But if you are new to doing service projects, you might feel more comfortable making the decision on the project.)

You should also inform the school administration of what you are doing.

Students should go through the following steps in any service project:

(1) **Decide on a project.** We have provided a list of suggested projects. If the class is deciding on a project, students can brainstorm additional project ideas. Have students meet in groups and select the top three ideas. They should think up pros and cons for each idea. Regroup the class and decide on a project.

(2) **Plan the project.** It's important that students learn how to plan and organize. If teams are doing different projects, have each team submit a project plan for your approval. If the whole class is doing the same project, you can plan the project as a whole group or you can assign a team to submit a project plan for the whole class to review. A project plan should include these elements:

a. **Goals.** Students should write exactly what they are trying to achieve. Goals help chart the course.

b. **Project description.** Students should write a few sentences describing their project clearly.

c. **Task list.** Students should write down the steps they are going to take to do the project. They should assign responsibility for each step—either to a committee or a person. Put someone in charge of reminding people to do their tasks. Have students set a deadline for each task.

d. **Evaluation plan.** Students should take time to figure out how they you are going to measure the success of their project. They can use either of these two methods:

Before-and-after comparisons, which show how things looked or how people felt before the project and then show how the project caused changed. Students might use the following to make comparisons: photos, videos, survey results, or test scores.

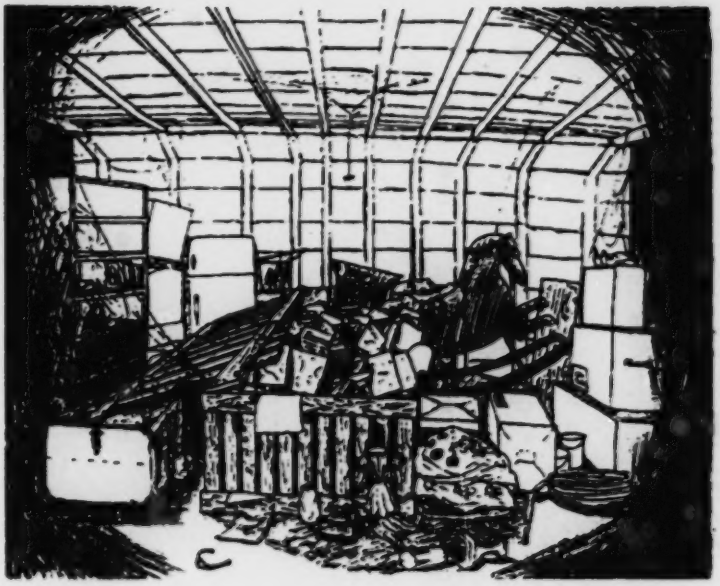
Counting and measuring. Students can count or measure many things. For example: How many posters did they hang? How many students worked on the project?

(3) **Do the project.** If the whole class is doing the project, divide tasks among teams with a project coordinating team overseeing the entire project.

(4) **Evaluate the project.** Have students evaluate the project's success along with how well they planned, how well they worked as a team, and what they learned from the project. To help you evaluate each student's effort, it is recommended that you require students to keep a journal in which they record what they did and what they learned.

If you decide to do larger service projects, there are two books that might prove helpful to you: *Active Citizenship Field Guide* published by Constitutional Rights Foundation and Close Up Foundation and Barbara Lewis' *The Kids Guide to Social Action* published by Free Spirit Publishing.

The Treasure Chest



Imagine that you have moved into a really old house. It feels like many, many other people have lived there before you. The house has a lot of rooms—even an attic. A back stairway with no lights leads to the attic.

The first Saturday you're home from school, it's raining. With no place to go and nothing to do, you decide to explore the attic. You climb the narrow steps. Each wooden board creaks under your feet. At the top of the stairs, a small door opens into the attic.

The attic is dark. You click on an old light switch. Nothing happens. The rain rattles on the roof. Slowly, your eyes get used to the light from one tiny window at the end of the room. The whole attic is full of junk. Spider webs hang from the ceiling. An old trunk sits in the corner.

You go over and touch the trunk's rough, brown top. You lift the lid and it creaks open.

Inside, at the bottom of the chest, you see an old piece of paper. You carefully take it out. The paper has been written by a young person long, long ago. This is what it says...

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Name _____ Date _____

Discovery Questions

Group Members: _____

Use your letter, diary, or journal entry to answer the questions below.

Question	Answer
1. What is the writer's name?	
2. In what year was it written?	
3. Where was the writer born?	
4. Where did the writer's family arrive in America?	
5. How did the writer's family get here?	
6. What problem caused them to come to America?	
7. What right, or freedom, is important to this person?	

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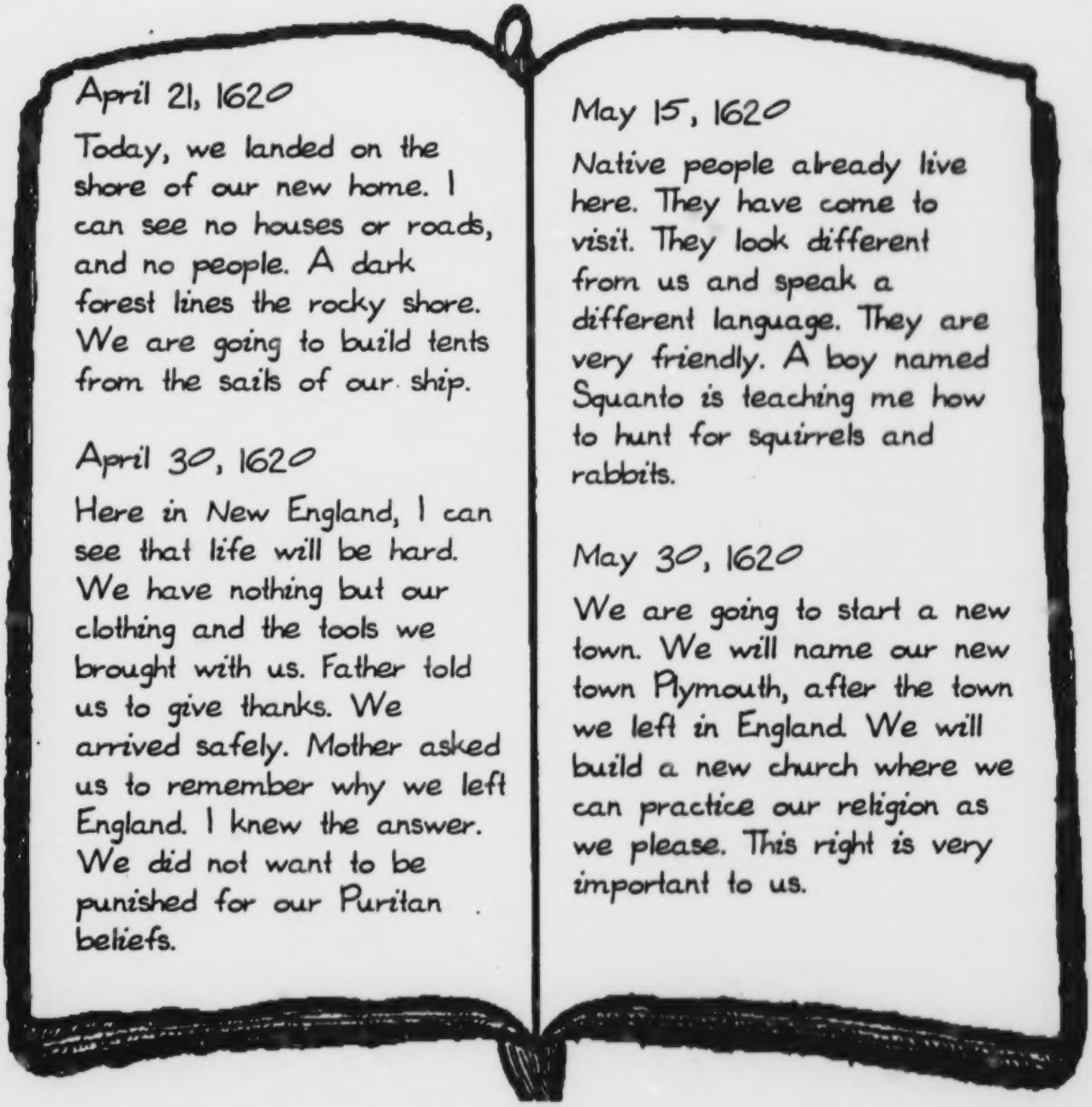
The Diary of Nathaniel Winthrop



April 21, 1620

Today, we landed on the shore of our new home. I can see no houses or roads, and no people. A dark forest lines the rocky shore. We are going to build tents from the sails of our ship.

April 30, 1620

Here in New England, I can see that life will be hard. We have nothing but our clothing and the tools we brought with us. Father told us to give thanks. We arrived safely. Mother asked us to remember why we left England. I knew the answer. We did not want to be punished for our Puritan beliefs.

May 15, 1620

Native people already live here. They have come to visit. They look different from us and speak a different language. They are very friendly. A boy named Squanto is teaching me how to hunt for squirrels and rabbits.

May 30, 1620

We are going to start a new town. We will name our new town Plymouth, after the town we left in England. We will build a new church where we can practice our religion as we please. This right is very important to us.

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Why I Came to Virginia by Geraldine Revere

Norfolk, Virginia, 1754

My name is Geraldine Revere. I am 11 years old. I am writing this story to practice my English. I have just come to the English colony of Virginia. All of my new friends speak English. Their families come from England. I speak French. My family comes from France, a country in Europe.

In France, our family did not go to the same church as most people. Because of this, we could have gotten in trouble. Some friends did get in trouble. They were taken to a secret court. They weren't told why. They couldn't bring witnesses. They didn't even see the witnesses who said bad things about them. It wasn't a fair trial at all. They were punished.

That was enough for my parents. They didn't want to live in France anymore. So my mother, my father, and I took a sailing ship to Virginia. Here, if someone gets in trouble, that person gets a fair trial. That's a very important right. And now I'm learning how to speak English.

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Letter from Sequoya Smith to the President of the United States

October 1838

Dear President Van Buren:

My name is Sequoya Smith. I used to live on a farm with my family in Georgia. I helped my mother and father feed our cows and pigs, cut trees to make a pasture, and plough our field. Our great-great grandfathers and grandmothers lived on our land. We did not come from another place. We have always lived here. We are part of the Cherokee tribe.

The United States gave the Cherokee tribe a piece of paper that said we owned our land. But other Americans wanted our land.

Today, we have no home. I was playing in the front yard of the family farm when men came with a wagon and told us to get in. Everyone had to leave, my mother, my father, my grandmother, everyone.

This is not fair to me, to my family, and to the Cherokee tribe. Mr. President, your government told us we could keep our land. The government didn't take other people's land. Please treat us the same as everyone else. This right is the most important right of all.

Signed,

Sequoya Smith

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Letter from Lily Morton to her Friend, Minnie Crenshaw

Boston, Massachusetts
September, 1849

Dear Minnie,

I hope this letter gets to you all the way down in Mississippi. I hope you can find somebody to read it for you. Be careful. You will get in trouble if anybody catches you reading or writing.

Minnie, do you remember me? Even though we grew up together, it has been seven years since we said goodbye. I have been through a lot. There were times I thought I would die. I traveled for days hidden in a pile of hay, no food to eat, always moving north. I never saw the light of day. I hid all day long, in barns and fields, and moved at night. Once I slept in a cave, just like an old bear. But many good people helped me to freedom.

I live in a city called Boston. No, I can't read or write yet. I paid a man to write this letter for me. I get money for my work now. Nobody hits me, and people say "thank you" whenever I do something for them.

When I think about all the slaves, sorrow fills my heart. Our ancestors came from Africa, dragged onto ships sailing for America. They probably landed at the city called Charleston in South Carolina. Then they were sold into slavery.

Why are some people slaves and others free? Dream about freedom, Minnie. That dream will put an end to slaves and masters. Our trouble will come to an end. One day we will all be free. One day we will all be treated equally. That is the right we must fight for.

Your old friend,

Lily Morton

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Diary of Consuelo Alvarado

Sacramento, California
Summer, 1851

This is the story of my life. I was born in Mexico. My father was an officer in the army. Because he was so brave, the governor of Mexico gave my father a beautiful piece of land. The land was in California.

Our family always dreamed of owning land. So in a horse and wagon, my father moved us to California. I love my new home. But California doesn't belong to Mexico anymore. The United States took California away from Mexico in the war.

My father is worried. He has to prove to the new government that the land we live on really belongs to us. He has a piece of paper the old governor gave us which says it does. It would not be fair if we lost our land. We have the right to own this property.

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Journal of Lo Sun Chi

January 5, 1865

My father and I are lonely on this ship. We miss our family. The trip to America takes forever. Other men and boys from Canton are traveling to California in search of work. I hope there is enough work for everyone.

February 7, 1865

Our ship has arrived in San Francisco. Everyone has work! Two big companies are in a race to finish the first railroad across America. We have to cut a path across high mountains called the Sierra Nevadas. My father and I will be able to send money to the family back home.

February 27, 1865

The snow is so deep here I cannot see over the top. It is very cold, but other men from Canton are already at work here. They are very kind. They gave us rice, tea, and a blanket. We live in tents that are covered with snow.

March 25, 1865

I have been here one month. I never see the sun because I work from before sunrise to long after sunset digging rock in a railroad tunnel. The work is hard and dangerous, but I am very proud. My father and I have sent money to our family. We can buy our own food and tools from white men who run their stores in tents.

April 15, 1965

Today I am surprised to find that white men who do the same work as my father and me get much more money. Also, they do not have to pay for their food or tools. Why do they treat us differently? This isn't fair. We should be treated equally. That should be our right.

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Coming to America (II)

Overview

This is the second of a two-lesson sequence previewing some of the eras in American history that students will explore this year. Working in small groups, students share their findings from their letter or diary entry with the rest of the class. Finally, as an exploration activity, students prepare to interview their own family members about their heritage and the freedoms they value.

Objectives

Students will be able to:

- Describe several reasons why immigrants came to the United States.
- Identify problems immigrants faced in the United States.
- Identify rights important to the American experience.

Materials and Preparation

- From the previous lesson, filled-in **Handout B: Discovery Questions** and **Handout C1–C6: Words from the Past**—1 per group
- **Handout A: Family Interview**—1 per student

Procedure

A. Preparation for Reports

1. Remind students that yesterday they answered questions about a young person from the past. Tell them today they will report what they found out.
2. Have students return to their small groups and distribute **Handouts B** and **C** to the appropriate groups. Tell groups to review their answers and prepare to report them to the class.

B. Group Reports

1. Call on groups to report in the numerical order of the handouts: C1, C2, C3, etc. This will place the reports in chronological order.
2. Write the name of each young person from the past on the board. Have members of each group give their answers from **Handout B: Discovery Questions**. Write the answers on the board so that each profile is completed in chronological order. (The board, after all the groups have reported, should resemble the chart below in "Answers.")
3. As each group reports, collect **Handout B**.

4. **Debrief the reports with the following questions:**

   - What problems caused the people you studied to come to America?
   - What problems did some of the people have in America?

   Tell students that this year they will find out more about the times these people lived in, about the problems they had, and how Americans have worked to solve these problems.

C. **Exploration Activity**

1. **Tell students that their families have stories similar to the ones they just heard: Almost every family has come from another country, has traveled to America for a reason, and values particular America freedoms. Tell them their homework assignment tonight will be to find out their family's story.**
2. **Distribute Handout A: Family Interview.** This handout has four interview questions for the family interview. Review each question and make the assignment.

Enrichment (Optional)—Headlines of History

Have students use their textbooks to find other events that took place at the same time in history as the young person from the past whose profile they read. Ask them to write "headlines of history" that a person living during that time might have read in a newspaper.

Answers

Question	C1	C2	C3	C4	C5	C6
(1) What is the writer's name?	Nathaniel Winthrop	Geraldine Revere	Sequoya Smith	Lily Morton	Consuelo Alvarado	Lo Sun Chi
(2) In what year was it written?	1620	1754	1838	1849	1851	1865
(3) Where was the writer born?	England	France	Georgia	Mississippi	Mexico	Canton, China
(4) Where did the writer's family arrive in America?	Plymouth, New England	Norfolk, Virginia	Always lived here.	Charleston, South Carolinia	California	San Francisco, California
(5) How did the writer's family get here?	Sailing ship	Sailing ship	Always lived here.	Sailing ship	Horse and wagon	Sailing ship
(6) What problem caused them to come to America?	Wanted to worship freely.	Afraid of being tried unfairly.	Always lived here.	Put in slavery.	To own land.	To find work and get money to send back home.
(7) What right or freedom is important to this person?	Right to practice religion.	Right to a fair trial.	Right to be treated equally.	Right to be treated equally.	Right to own property.	Right to be treated equally.

Name _____ Date _____

Family Interview

Interview a family member using these questions. Record the answers on this sheet.

1. What place (or places) did our family come from?

2. Why did our family come to America?

3. What American freedom (or right) is most important to our family?

4. Does our family have an interesting story about coming to America? (If so, tell it here.)

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Family Freedoms

Overview

This lesson focuses on the origins and important freedoms of each student's family. First, students share what they found out in their family interviews. Then each student makes a family "coat of arms" showing where their families came from and what right or freedom each family values most.

Objectives

Students will be able to:

- Share their family's origins and reasons for coming to America.
- Determine what freedom or right is most important to their immediate family.
- Design and draw symbols representing a family's heritage and most important freedom.

Materials and Preparation

- Students bring the exploration activity "Family Interview," assigned in the previous lesson.
- **Handout A: Coat of Arms**—1 per student
- A classroom bulletin board for displaying student drawings
- Classroom map of world
- Map tacks (Optional)

Procedure

A. Focus Activity—Reflection on Interviews

1. Ask students to take out their completed **Family Interview** sheets.
2. Have students share what they found out by asking:

   ➤ What places did your family come from? (As students answer, point out the different places on a world map. If you want, you can mark the places with map tacks.)

   ➤ What right or freedom is most important to your family? Why?

   ➤ Did anyone find an interesting family story?

B. Individual Activity—Coat of Arms

1. Explain that students are going to take the information that they learned about their families and make drawings. Distribute **Handout A: Coat of Arms**.

2. Tell students to draw in the center section a picture of the right or freedom that their family values most. In each corner, they should draw a picture of the place or places that their family comes from. Explain that when they finish they will have a drawing that stands for their family. Give them time to finish the task.

C. Debriefing

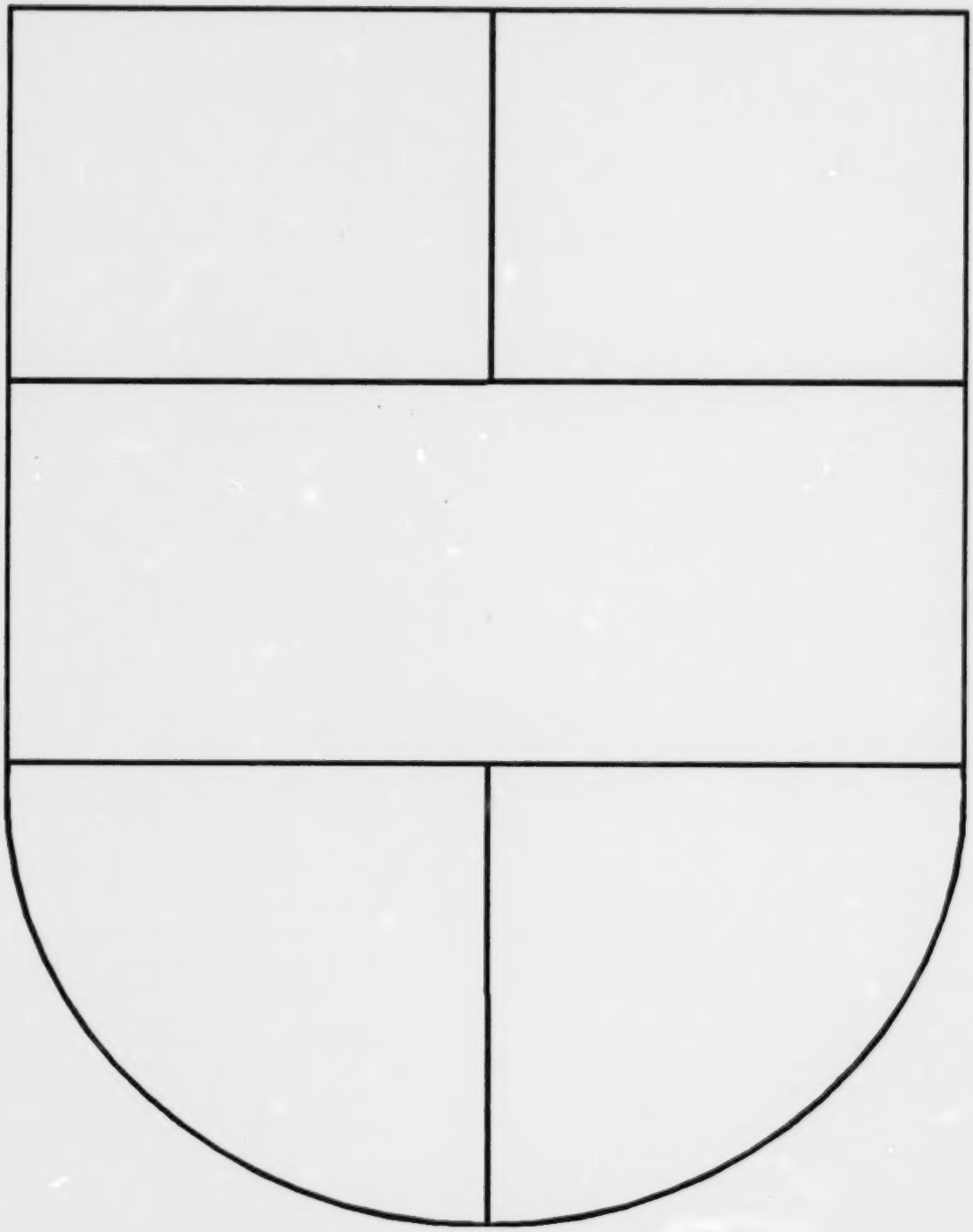
1. As students finish, collect the drawings and hang them on the bulletin board. Select students to explain their drawings.

2. Ask the class:

- How many different places did we all come from?
- What freedoms and rights do our families value?
- Why do you think some families value the same rights or freedoms? (Help students understand that although people come from different places they can still share the same hopes and goals.)

Name _____ Date _____

Coat of Arms



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And Justice For All: Laws Protecting Equality (I)

Overview

This is the first in a two-lesson sequence introducing the concept that laws are made to solve problems. First, the class discusses a story about fifth graders experiencing a problem of unequal treatment after school. Then, in small groups, students read and analyze three equal-rights problems from U.S. history and how laws address these problems.

Objectives

Students will be able to:

- Identify examples of discrimination and inequality from a reading.
- Recognize and describe several laws that help address discrimination and promote equality.
- Recognize that all groups coming to America have experienced (and continue to experience) struggles, including discrimination.

Materials and Preparation

- **Handout A-C: Equal Protection Cases**—1 case (A, B, or C) per group of 4 students

Procedure

A. **Focus Activity—Equal Treatment**

1. Lead a brief focus discussion by asking students:

   ► Have you ever felt that you were treated unfairly because of your age? What are some examples? (Students might suggest that older siblings or peers have more privileges because they are older.)

   ► What are some other examples of how people might be treated unequally? (Students might suggest examples of racial or gender bias.)

   ► How does it feel to be treated unequally? Why? (Students should be encouraged to state and support opinions.)

   ► What can be done when people are treated unfairly?

B. Small-Group Activity—Finding Solutions

1. Tell students that laws are made to solve problems. Explain that they are going to read about some real problems of unfairness that were solved by law.
2. Briefly explain to students some vocabulary they will encounter.

   The **U.S. Constitution** is a set of rules, written more than 200 years ago. It tells what government can and cannot do. It also protects individual rights.

   The **U.S. Congress** writes laws. These laws cannot go against the Constitution. For example, the Constitution protects freedom of speech. The Congress cannot write a law against free speech.

   The **U.S. Supreme Court** decides whether laws written by Congress and the states follow the Constitution. If they don't, the court cancels them.

   Although the Constitution was written 200 years ago, it can be changed. This is called amending the Constitution. A change is called an **amendment**. For example, the First Amendment to the Constitution guarantees the right to free speech. The Congress and most of the states have to approve any amendment.
3. Divide the class into groups of four students. Distribute either **Handout A, B,** or **C** to each group. Explain that each group should:
   - Read the handout.
   - Discuss the questions.
   - Write the answers on the sheet.
   - Be prepared to present the answers to the class.

C. Debriefing

1. Regroup the class. Call on students to answer the questions for each of the three handouts, then ask:

   ▶ What was the same about the problems in each of the three cases? (Something was unfair.)

   ▶ What did the people do about the unfairness? (They got new laws made.)

   ▶ How can laws help solve problems?

Name _____ Date _____

Equal Protection Case

Brown v. Board of Education

About 50 years ago, there were places in the United States where black children could not go to school with white children. There were separate schools for black children and separate schools for white children. The schools for the white children had better teachers, better books, and better rooms. No black student could attend a white school.

A group of black parents did not think this was fair. They went to court. One of the parents' names was Brown. So the name of the court case was *Brown v. Board of Education*. It's one of the most famous court cases in history.

The case went to the most important court in the United States—the U.S. Supreme Court in Washington, D.C.

On May 17, 1954, the Supreme Court decided about the case of *Brown v. Board of Education*. The judges agreed with the black parents. They said separate schools were not fair. They made it against the law to have separate schools for whites and blacks.

Questions

1. What was the problem?

2. What did the parents do about it?

3. What law was made?

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Name _____ Date _____

Equal Protection Case

The 19th Amendment

About 80 years ago, women could not vote. Only men could vote. Women paid taxes and obeyed laws. But they could not vote in elections.

Many women believed this was not fair. They wanted to vote. So they worked hard to change, or amend, the U.S. Constitution. This is the most important set of laws in the United States. They wanted it written in the Constitution that women had the right to vote.

So women formed groups. They marched in parades. They wrote letters. They spoke to lawmakers.

Some men laughed at them. But many men agreed with the women.

Women went to the Congress of the United States. The people in Congress agreed that women should have the right to vote. They wrote the 19th Amendment to the U.S. Constitution. This amendment gave women the right to vote. Almost all the states approved the amendment. In 1920, the 19th Amendment became part of the U.S. Constitution.

Questions

1. What was the problem?

2. What did women do about it?

3. What law was made?

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Name _____ Date _____

Equal Protection Case

Americans with Disabilities Act

About 10 years ago, many Americans could not go to the library. They could not buy food at the supermarket or eat dinner at a restaurant. What had these Americans done wrong? Were they being punished? No.

Because of health problems, millions of Americans cannot stand, walk, or move about easily. Others cannot speak, see, or hear. Health problems make it hard for some people to climb stairs, read a menu, or simply cross the street. This means it can be hard to do things most people do easily—shopping, traveling, and learning.

Some people believed that this was unfair. To make sure that everybody could take part in everyday life, they wanted a law to say that schools and libraries, stores, restaurants, and other businesses are built so that all people could use them.

They formed groups that wrote letters to members of the U.S Congress. Congress agreed that all people should be able to take part in the everyday life of America. They wrote a law called the Americans with Disabilities Act. This law says that all restaurants, stores, and public buildings must be able to be reached by people who use wheelchairs, or by people who cannot see, speak, or hear.

Next, the President of the United States signed the law that Congress wrote. In 1990, the Americans with Disabilities Act became a federal law.

Questions

1. What was the problem?

2. What did people do about it?

3. What law was made?

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And Justice For All: Laws Protecting Equality (II)

Overview

This is the second of a two-lesson sequence introducing the concept that laws are made to solve problems. For this activity, the class is divided into pairs. Each pair of students receives a card describing either a problem or a law. Each law addresses one of the given problems. The students' task is to find the pair of students having the matching card.

Objectives

Students will be able to:

- Match problems to laws that address them.
- Describe how a given law addresses a specific problem.
- Use cooperative learning skills to complete a task.

Materials and Preparation

- **Handout A: Problem Cards**—Cut out enough cards for half the class.
- **Handout B: Solution Cards**—Cut out enough cards for half the class.
- Piece of string six inches in length (Optional)

Procedure

A. Focus Activity—Review

1. Quickly review by asking the following questions:

   - Why are laws made? (To solve problems.)
   - What have you learned about the U.S. Supreme Court? (Make sure they understand that it is the most important U.S. court. Tell them the court decides about 100 cases each year.)
   - What have you learned about U.S. Congress? (Make sure they understand that the Congress writes laws. Tell them the Congress makes hundreds of laws each year.)
   - What is the U.S. Constitution? (Be sure they understand that it is the most important set of laws in the United States. It lays out what government can and cannot do. It was written when our country began more than 200 years ago.)

- What is an amendment to the Constitution? (A change in the Constitution. Tell them it's difficult to get an amendment. The Congress must pass it and three-fourths of the states must approve it. There have been only 26 amendments to the Constitution in 200 years.)

2. Explain that today they are going to find out about many laws that solved problems. Tell them they'll hear a lot more about the U.S. Supreme Court, Congress, and amendments to the Constitution.

B. Whole-Group Activity—Pair Search

1. Divide the class into pairs of students. Explain that each pair will get a card. On some cards, there will be a problem of discrimination that happened in the United States. On other cards, there will be a law that deals with the problem. The goal is to find the other pair of students who have the card that matches your problem or law. When the activity ends, each pair with a problem will have found a pair with a law that deals with the problem.
2. Go over the ground rules. You might tell students to use a "six-inch" voice. Display the six-inch string. Tell them their voice should only carry that far from their mouths.
3. Distribute cards from **Handout A: Problem Cards** to half the pairs. The cards have problems of discrimination. Tell the "problem" students that when the activity begins, they should introduce themselves to "law" students by saying in a six-inch voice, "My problem is....Can you help me?"
4. Distribute cards from **Handout B: Solution Cards** to the other pairs. This handout has legal solutions to the problems. Tell the "law" students that when the activity begins, they should introduce themselves to the "problem" students by saying in a six-inch voice, "My law is....Do I help you?"
5. Tell students that when they find their match, they should sit down and raise their hands and you will come check to see if they are right. (See "Answers," below.) Remind students how much time they will have to complete the activity.

C. Pair Reports

1. Regroup the class as a whole group. Call on the "problem" students. Have each pair explain their problem and introduce their "law" student pair. The "law" pair should explain the law and tell the year it happened and the type of law.
2. Debrief the lesson by asking:

- Which problems do you think were most important? Why?
- How were the problems dealt with?

Answers

PROBLEM	LAW (DATE)	TYPE OF LAW
Slavery	13th Amendment (1865)—outlawed slavery.	Amendment to Constitution
Women could not vote.	19th Amendment (1920)—gave women right to vote.	Amendment to Constitution
Children must say Pledge of Allegiance, even if it is against their religion.	*West Virginia v. Barnette* (1943)—students do not have to say pledge if it violates their religion.	Supreme Court case
Segregated schools	*Brown v. Board of Education* (1954)—outlawed segregated schools.	Supreme Court case
Many poor people could not afford a lawyer.	*Gideon v. Wainwright* (1963)—state must provide lawyer to criminal defendants who can't afford one.	Supreme Court case
Hotels did not let minorities stay.	Civil Rights Act (1964)—required hotels to let all races stay.	Law made by Congress
18-year-olds could not vote.	26th Amendment (1971)—gave 18-year-olds the vote.	Law made by Congress
Some classes not open to both sexes.	Title IX of Education Act (1972)—required schools to open classes for both sexes.	Law made by Congress
People in wheelchairs could not get into restaurants.	Americans With Disabilities Act (1990)—required restaurants to provide access to all.	Law made by Congress

Name _____ Date _____

Problem Cards

Problem Some schools didn't allow girls to take certain classes, such as wood shop.	**Problem** Some schools forced children to say the Pledge of Allegiance even if their religion said they should not.	**Problem** 18-year-olds could not vote.
Problem Some states didn't allow black and white children to attend school together. They had to go to separate schools.	**Problem** Women were not allowed to vote.	**Problem** Many people charged with a crime could not afford a lawyer.
Problem Some states allowed slavery.	**Problem** Some hotels did not let people of color stay at them.	**Problem** People in wheelchairs had no way to get into restaurants.

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Name _____ Date _____

Solution Cards

Law Hotels must let people of all races stay at them. Congress: Civil Rights Act (1964)	**Law** Schools must open classes to children of both sexes. Congress: Title IX of the Education Act (1972)	**Law** It's against the law to have separate schools for whites and blacks. Supreme Court: *Brown v. Board of Education*. (1954)
Law Slavery is against the law. 13th Amendment (1865)	**Law** 18-year-olds have the right to vote. 26th Amendment (1971)	**Law** Women have the right to vote. 19th Amendment (1920)
Law Students do not have to say the Pledge of Allegiance if their religion says they should not. Supreme Court: *West Virginia v. Barnette* (1943)	**Law** The state must provide a lawyer to any criminal defendant who cannot afford one. Supreme Court: *Gideon v. Wainwright* (1963)	**Law** Restaurants must have ramps for people in wheelchairs. Congress: Americans With Disabilities Act (1990)

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Celebrating Diversity and Equal Protection

Overview

This lesson culminates the unit on equal protection as students participate in a service project to promote tolerance, equality, and other issues of diversity.

Students discuss issues of tolerance and diversity as they apply to the school and community, then they select a project to reinforce and promote equal protection.

Objectives

Students will be able to:

- Describe challenges of diversity, tolerance, and equal protection in their own school or community.
- Brainstorm ideas for promoting tolerance.
- Use cooperative-learning and critical-thinking skills to help plan and complete a service project.

Materials and Preparation

See "Tips for Doing Service Projects" in the "Teacher Tips" section.

Procedure

A. Focus Activity

1. Lead a class discussion using the following questions:

   - What would it be like if everyone in our school or community was exactly the same?
   - What are some of the good things about living in a community where people have different backgrounds, views, and cultures—where people are different?
   - What are some of the challenges of living in a community filled with different kinds of people?
   - Why is it important that people respect each others' differences? Why is it important that all people have equal protection of the law?
   - What could we do as a class to promote tolerance in our school or community? What could we do to help others appreciate our community's diversity?

2. Explain that students are going to have a chance to do a project to promote equal protection, tolerance, or appreciation of diversity.
3. Use ideas from the "Tips for Doing Service Projects" section to plan and organize the project.

B. Service-Project Ideas

- **Diversity Quilt.** Students create a panel for a quilt representing their family heritage. Each panel is divided into four sections, with students creating a symbol to represent each of their grandparents. Students conduct family interviews to decided on an appropriate symbol for each grandparent.
- **Hallway Displays.** Students design and create displays for a hallway or school bulletin board showing the different cultures, languages, religions, etc. represented in their school. Students could survey other classes or could create displays on which other students could add their own information.
- **Coat of Arms.** Extend the Coat of Arms activity from Lesson 3 to include other classes. Your students could help younger students prepare their Coat of Arms and create a hallway display for the school.
- **Multicultural Fair.** Students organize a multicultural lunch, art show, dance showcase, costume display, for other students or parents to celebrate diversity.
- **Posters.** Students create posters encouraging respect for differences, diversity, tolerance. Posters could be displayed at school or in a local business or agency (the local Post Office often displays student work).

The Safety Patrol

Overview

This is the beginning of a five-lesson unit on due process. In this unit, students learn about due process by following the adventures of a hypothetical school's Safety Patrol, which travels through time to a colonial village and witnesses several violations of due process. At the end of the unit, students apply concepts of due process to a contemporary setting and do a service project.

In this lesson, students read a story that introduces the Safety Patrol and describes some of the problems they are having. Students then write their own story to describe a violation of due process.

Objectives

Students will be able to:

- Recall the events of a story.
- Identify due process violations.
- Identify the consequences of due process violations on both victim and accuser.
- Relate due process violations to their own experience.

Materials and Preparation

- **Handout A: The Safety Patrol**—1 per student
- **Handout B: Help! Due Process Needed Here!**—1 per student

Procedure

A. Focus Activity—Reviewing Unit I

1. Remind students of Unit I lessons in which they read stories about young people who immigrated to America. List some of the reasons they immigrated here (to worship freely, to escape unfair treatment, to own land, to be treated equally). Remind students that everyone except American Indians came here as immigrants or slaves.
2. Review how law promotes equality. Ask students:

   ► Do you remember any laws that fight discrimination?

   ► What school rules ensure that everyone will be treated equally?
3. Explain to students that there are also laws that give us other protections. Write "due process" on the board. Tell students that due process laws ensure that people accused of doing something wrong are treated fairly. Explain that in the next few lessons they are going to learn about why due process is important in our country.

B. Reading and Class Discussion—The Safety Patrol

1. Distribute **Handout A: The Safety Patrol.** Tell students that this story is about some fifth graders who had some problems with due process. Tell students to watch for ways that one person was treated unfairly. Read the story **The Safety Patrol** together.

2. Discuss the story with the class by asking:

   - What important job did Claudia, Richard, and Edgar have?
   - Why did Claudia think that Gerald, the new kid, stole the watch?
   - What did Claudia, Richard, and Edgar do to Gerald?
   - Do you think what they did was fair (was done with due process)? Why or why not?

C. Writing Activity—Due Process Needed Here!

1. Ask students how they would feel if they were accused of stealing something and not treated fairly. Explain that:
   - People who are accused of doing something wrong need due process (to be treated fairly).
   - Everybody suffers when people are treated unfairly.

2. Tell students that their assignment is to write a story about someone who has been accused of doing something wrong and is not treated fairly. The story can be about something that actually happened to them or about someone they know, or they can make up a story.

   Distribute **Handout B: Help! Due Process Needed Here!** and further explain the assignment. The assignment can be done in class or as homework.

The Safety Patrol

Claudia, Richard, and Edgar had been elected to the Safety Patrol for the whole fifth grade. They wore safety belts and badges. They made sure that no fifth graders broke the rules by cutting in line at the cafeteria or running across the street against the light. Claudia, Richard, and Edgar felt proud. Safety Patrol was an important job.

One day, the Safety Patrol stood watching the other kids play. Claudia noticed a new kid named Gerald sitting alone on a playground bench. Every few minutes Gerald looked around to see if anybody was watching. He took a digital wrist watch out of his pocket, played with it for a moment, then put it away. Claudia told Richard and Edgar, "My friend Tanya lost a watch just like that. Maybe that new kid Gerald stole it."

The Safety Patrol snuck up behind Gerald. "Freeze!" shouted Richard. Gerald tried to get up.

Edgar pushed him back down on the bench. He pointed to his Safety Patrol badge. "See this?" he said. "We're the Safety Patrol and you're in big trouble."

"What did I do wrong?" cried Gerald, looking up at the Safety Patrol.

"Don't tell him!" said Claudia.

"We ask the questions around here!" said Edgar.

Richard told Gerald to empty his pockets. He shook his head "no." Richard and Edgar held Gerald's arms. Claudia pulled the watch out of his jeans pocket. "Where did you get it?" demanded Edgar. Gerald said he got it for his birthday.

"Liar!" shouted Richard. Edgar twisted Gerald's arm behind his back until he cried out in pain.

"Hold on! Just what do you three think you are doing?" A loud voice boomed out behind the Safety Patrol. It was Ms. Martinez, the playground supervisor....

(To Be Continued)

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Name _____ Date _____

Help! Due Process Needed Here!

Write a story about someone who is accused of doing something wrong and is treated unfairly. Maybe the person isn't allowed to tell what happened. Maybe someone forces the person to confess.

The story can be true—about you or someone you know—or you can make it up.

Make sure your story has these elements:

Title...The title of your story should describe what it is about and make people want to read it.

Setting...This is the time and place where the story takes place. Where does the story take place? At school? At someone's home? At a store? Make sure you tell us.

Characters...These are the people in the story. Describe them well. What are they like? How does each feel?

Plot...This is the action in the story. What happens and what do the characters do? What was the accused person doing? What made someone think he or she had done something wrong? How was the person treated unfairly? What happened next?

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Agatha Dredd's Village: Time Traveling With the Safety Patrol

Overview

In this lesson, students listen to a story about being transported through time to a hypothetical New England colony, circa 1690. Working in small groups, students find out about a specific violation of due process that takes place in the village. Then students create a drawing of the violation and part of the village. Finally, they describe their picture to the rest of the class.

Depending upon how elaborate your students' drawings become, this lesson could extend over more than one class period.

Objectives

Students will be able to:

- Identify due process violations in a hypothetical setting.
- Create a drawing based on a written description.
- Infer facts about life in a New England colony.

Materials and Preparation

- Select one or two student stories from the last lesson to read aloud to the class.
- **Handout A: Another Time, Another Place**—1 per 1–2 students
- **Handout B, C, D, E, and F: Village Stories**—1 per group
- **Handout G: Village Picture (Optional)**—1 per group

Procedure

A. Focus Activity—Review

1. Remind students of the story in the previous lesson in which the Safety Patrol members grab, search, and hurt Gerald because they think he has stolen a watch. Ask students what happened. (The three Safety Patrol members got into trouble at school.)
2. Read one or two of the students' stories from the last lesson. Ask:

   ► What was the person accused of doing?

   ► How was the person treated unfairly (denied due process)?

B. Class Reading—Another Time, Another Place

1. Tell students that today they are going to find out what happens next to Claudia, Richard, and Edgar (the Safety Patrol members). Remind the class that when they last saw the Safety Patrol, Ms. Martinez, the playground supervisor was upset with them.
2. Distribute and read **Handout A: Another Time, Another Place** together.
3. Ask students:

   ► What were the Safety Patrol members doing when the story began? (Sitting in detention in Ms. Martinez's room.)

   ► What didn't they understand? (Why they were in trouble.)

   ► What strange thing happened when Ms. Martinez left? (The room got dark and a young girl, Agatha Dredd, arrived.)

   ► Where is Agatha from? (Another time; a New England colony)

   ► Why is Agatha going to take the Safety Patrol members to her village? (So they can learn about what they did wrong.)

   ► What job does the village constable do? (He's like a policeman.) What does the constable's assistant do? (He helps the constable.)

C. Small-Group Activity—Village Stories

1. Divide the class into groups of 3–5 students and distribute one of the Village Stories to each group. Explain that each group will:
   - Read the story out loud.
   - Answer the story questions.
   - Draw a picture of what happened in the story.
   - Report to the class on its picture and what happened in its story.

   If possible, share with students pictures of colonial villages or use **Handout G: Village Picture** to serve as a model for the setting.
2. Give students time to do the assignment.
3. Call on groups to report back to the whole class. Each group should:
   - Bring their picture to the front of the class and hang it up.
   - Explain what happened in their village story and explain what Toby Hogg, the constable's assistant did wrong.
4. Debrief the group reports by using the following key which describes what Toby Hogg did wrong in each story.

   Handout B = Suspect not informed of charge.
   Handout C = No proof of crime before arrest.
   Handout D = Punished without a trial.
   Handout E = Forced confession.
   Handout F = Search house for no reason.

Enrichment (Optional)—Searching for Clues

1. Tell students that they can figure out a lot about life in this colonial village just from looking at the pictures and listening to the village stories. For example:

   - What does the village look like? (Dirt roads, courthouse, fenced gardens, water wheel turned by stream; common; forest nearby; some village buildings are made of logs; houses have fireplaces.)

   - What do you know about religion in the village? (It's very important to the villagers; people must attend church every Sunday.)

   - What was education like? (Children learned to read and write in the village school; the teacher is strict; children of all ages attended the same school.)

   - What did villagers do for food? (Villagers raised cows, sheep, oxen, and pigs; they used oxen to plow the fields; they ground flour from wheat and corn; they used the common for their animals; people grew their own vegetables; villagers get their drinking water from a well.)

   - Did the constable's assistant give those accused of crimes due process (fair treatment)?

Another Time, Another Place

Claudia, Richard, and Edgar were sitting at their desks after school. "I'm very angry! Very angry!" said Ms. Martinez. "You are in detention because you pushed your job as Safety Patrol too far!" she said. "It is up to me or the school principal to decide if Gerald stole anything, and just so you know the truth, Gerald is innocent. He got the watch for his birthday." Just then the office phone rang, far down the hall. "I have to answer that," said Ms. Martinez. "I want you to think about what you did wrong."

Ms. Martinez left the room. The three Safety Patrol members talked to each other.

"He sure acted guilty," said Richard.

"Isn't it our job to protect the school from thieves?" asked Edgar.

"What did she mean...we pushed our Safety Patrol jobs too far?" asked Claudia.

Suddenly, the classroom lights began to flicker. The wind began to blow. Claudia closed her eyes. "What's going on?" shouted Richard. A huge black crow landed in the tree right outside the classroom window. "Uh-oh!" said Edgar. Far down the hall, a door slammed.

"I think I know what happened," said a soft voice from the doorway. The three friends looked up, surprised. A young girl with bright red hair and freckles stood in the classroom door. She wore a long gray dress.

The three friends looked at each other. *Who is this weird girl?* they thought. As if she could read their minds, the young girl replied, "My name is Agatha Dredd."

"What's with the Pilgrim clothes?" asked Richard.

"I have come from another time and place," said Agatha. "I live in a colonial village. If you come with me, I can help you figure out what you did wrong."

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"No thanks!" said Claudia.

"Come on, Claud. It beats staying in detention," said Edgar. Agatha Dredd waved her arms.

Whoosh! Crash! The classroom windows flew open and the wind rushed inside, scattering papers and books everywhere. Claudia, Richard, and Edgar closed their eyes tight. Above the howl of the wind came the sound of Agatha's voice: "Don't be afraid. Nobody's going to hurt you."

When the wind died down, Claudia, Richard, and Edgar opened their eyes. Their classroom was gone. In its place, cows and sheep grazed on green grass in a huge meadow. Wooden houses with steep roofs lined a dirt road that circled the meadow. Fences made out of split logs surrounded each house. Smoke curled from stone chimneys. Corn, squash, and pumpkins ripened in gardens. A thick forest surrounded the little town. It looked just like the picture of a Pilgrim village in their American history book.

"I live in this village of the Massachusetts Bay Colony," said Agatha. "Tom Law, our village constable, enforces the rules in our village. Tom Law is a very fair man. His assistant is a young fellow named Tobias Hogg. We call him Toby. Just like you, Toby is new at his job. He hasn't learned yet how to treat people fairly. Let's travel around my village. I will show you what happens when Toby Hogg doesn't follow the rules."

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The Village Church

In a flash, Claudia, Richard, and Edgar stood with Agatha in front of a big wooden building with a steeple on the roof. "This is our church," said Agatha. "Everyone in the village goes to church here every Sunday. Our church is a happy, peaceful place, but one day, something happened..."

The three friends looked inside. In the front row, John Cabot, a young man was praying by himself. Suddenly, Toby Hogg burst into the church and arrested the young man. "What have I done wrong?" cried John Cabot.

"Silence, John Cabot!" shouted Toby Hogg. "I don't have to tell you anything. You must appear in court for your crimes!"

"Stop!" came a tired voice. "Just what do you think you are doing, Toby Hogg?" It was Tom Law, the village constable." You must tell John Cabot what he is accused of doing wrong."

"Oh," said Toby Hogg. "I did not understand."

"You see," said Agatha. "Toby Hogg didn't know the rules and he wasn't being fair. He wanted to put John Cabot in jail without telling him what he did wrong."

A. Read your story as a group.

B. Answer these story questions.

1. Where did your story take place?

2. What happened to the people in your story?

3. What did Toby Hogg, the constable's helper, do wrong?

C. Draw a picture of what happened in the story.

D. As a group, explain your picture and what happened for the class.

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The School

In a flash, Claudia, Richard, and Edgar stood with Agatha by the dirt road that circled the meadow. Behind a low, wooden fence stood a narrow building with a steep roof. "This is our school," said Agatha. "Here we learn to read and write and to respect our parents. Our school is a happy place. But one day, something happened..."

A young teacher in a long woolen dress stepped onto the porch of the school house. She gasped with surprise. "Help, come quickly!" cried the young woman. "Someone has stolen our school house bell!"

Toby Hogg was the first to arrive. Soon, all the students stood in the school yard except for one...an older boy named James Moody. He lived far out of town. A student said, "James Moody is a rude boy! He does not obey his parents!"

"That does it!" said Toby Hogg. "I think James Moody stole the school house bell. I am going to put him in jail."

"Stop!" came a tired voice. "Just what do you think you are doing, Toby Hogg?" It was Tom Law, the village constable. "You have no proof that James Moody stole the school house bell."

"Oh," said Toby Hogg. "I did not understand."

"You see," said Agatha, as she turned to her new friends. "Toby Hogg didn't know the rules and he wasn't being fair. He wanted to put James Moody in jail without proving he had done anything wrong."

A. Read your story as a group.
B. Answer these story questions.

1. Where did your story take place?

2. What happened to the people in your story?

3. What did Toby Hogg, the constable's helper, do wrong?

C. Draw a picture of what happened in the story.
D. As a group, explain your picture and what happened for the class.

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The Common

In a flash, Claudia, Richard, and Edgar stood with Agatha next to the fence that circled the village common. "This is our village common," said Agatha. "All the villagers bring their horses, cows, and pigs here to graze on the grass. Our common is usually a peaceful place where people meet to talk. But one day, something happened..."

Suddenly, two men began to fight. "Your pig has eaten all my vegetables!" shouted Tom Coffin, who had a garden on the common.

"You should build a fence around your garden," shouted Peter Goober, who grazed his pigs on the common.

Just at that moment, Toby Hogg arrived. "You let your pigs eat Tom Coffin's garden!" he shouted at Peter Goober "I am going to take all your pigs away from you!"

"Stop!" came a tired voice. "Just what do you think you are doing, Toby Hogg?" It was Tom Law, the village constable. "It is not your job to punish Peter Goober without a trial."

"Oh," said Toby Hogg. "I did not understand."

"You see," said Agatha, as she turned to her new friends. "Toby Hogg didn't know the rules and he wasn't being fair. He didn't want to bring Peter Goober to court. He wanted to punish Peter Goober himself."

A. Read your story as a group.

B. Answer these story questions.

   1. Where did your story take place?

   2. What happened to the people in your story?

   3. What did Toby Hogg, the constable's helper, do wrong?

C. Draw a picture of what happened in the story.

D. As a group, explain your picture and what happened for the class.

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Name _____ Date _____

The Town Meeting

In a flash, Claudia, Richard, and Edgar stood with Agatha in front of a long, low building. They went inside. "This is our town meeting," said Agatha. "Town meetings are very important. Everyone works together to figure out ways to make our village better. But one day, something happened...

A villager stood up to speak. "Many people have fallen sick after drinking water from the village well," he said.

"I think John Proctor threw garbage down the well," shouted Toby Hogg. He grabbed John Proctor.

"I didn't do anything wrong," cried John Proctor.

"We'll soon find out!" shouted Toby Hogg. He tied John Proctor to a chair. He said, "I will hold you under water until you tell us that you threw garbage down the village well."

"Stop!" came a tired voice. "Just what do you think you are doing, Toby Hogg?" It was Tom Law, the village constable. "It is not your job to scare or hurt John Proctor."

"Oh," said Toby Hogg. "I did not understand."

"You see," said Agatha, "Toby Hogg didn't know the rules and he wasn't being fair. He wanted to scare or hurt Peter Goober to make him confess to throwing garbage down the well."

A. Read your story as a group.

B. Answer these story questions.

1. Where did your story take place?

2. What happened to the people in your story?

3. What did Toby Hogg, the constable's helper, do wrong?

C. Draw a picture of what happened in the story.

D. As a group, explain your picture and what happened for the class.

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Name _____ Date _____

A Village Home

In a flash, Claudia, Richard, and Edgar stood with Agatha outside a small two-story house. "This is a village home. It belongs to the Smiths," said Agatha. "They are good people, but one day, something happened..."

Suddenly, Toby Hogg pushed the Smith family out of the front door. "Get out!" shouted Toby Hogg. "I am searching your house!"

"But you are tearing our home apart!" cried Nancy Smith. "You have spilled sugar and flour all over the kitchen!" shouted Martha Smith. "You have broken our furniture!" shouted Thomas Smith.

"I think you stole these silver candlesticks," said Toby Hogg.

"Stop!" came a tired voice. "Just what do you think you are doing, Toby Hogg?" It was the Village Constable. "It is not your job to search the Smith's home or take things without a judge's order."

"Oh," said Toby Hogg. "I did not understand."

"You see," said Agatha. "Toby Hogg didn't know the rules and he wasn't being fair. He went into the Smith's home and took something without asking."

A. Read your story as a group.

B. Answer these story questions.

1. Where did your story take place?

2. What happened to the people in your story?

3. What did Toby Hogg, the constable's helper, do wrong?

C. Draw a picture of what happened in the story.

D. As a group, explain your picture and what happened for the class.

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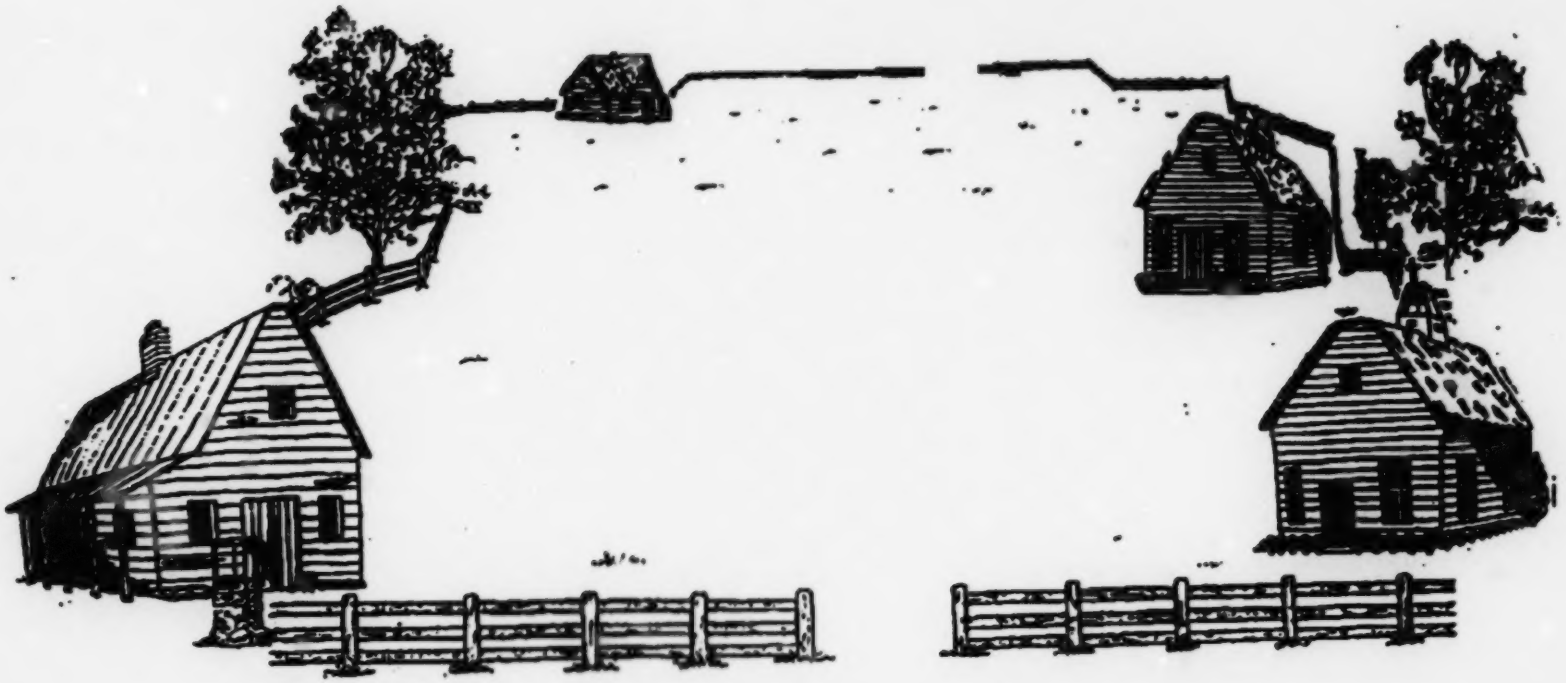
Village Picture (Sample)



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Unit II: Due Process
Lesson 3

Agatha Dredd's Village: The Trials

Overview

In this two-day lesson sequence students identify due process violations at trials set in the colonial village of the previous lesson. In day one, a class reading sets the scene for students to participate in readers theater episodes of courtroom trials of village characters. In day two, groups present their readers theater episodes. As each reading is presented, the class determines the violation of due process and what was done to correct it.

Objectives

Students will be able to:

- Present a readers theater to the class.
- Identify due process violations in courtroom settings.
- Describe the consequences of due process violations on both victim and violator.

Materials and Preparation

- **Handout A: The Village Trials**—1 per 1-2 students
- **Handout B-F: Village Trials**—1 trial per group

Procedure

A. **Focus Activity—Village Stories Review**

1. Ask students:

   ► What is due process? (The fair treatment of people accused of crimes.)

   ► What are some things that Toby Hogg, the constable's helper, did wrong? (Violations of due process: Forced confessions; punished people without trial; searched homes without any proof of wrongdoing; didn't tell people what they were charged with; arrested people without proof of wrongdoing.)

2. Explain that due process—the fair treatment of accused persons—applies to courts as well as to the police. Tell students that today they will find out how.

B. Class Reading—Due Process at Trials

1. Distribute **Handout A: The Village Trials.** Explain that this story is about the further adventures of Agatha Dredd and the Safety Patrol. Explain that today Agatha and the Safety Patrol (Claudia, Richard, and Edgar) will witness the trials of the characters who were accused of crimes in the colonial village.
2. Read the story together, then ask the following questions:

   ► What did the Safety Patrol realize they had done wrong?

   ► What happens at a trial?

   ► What is "due process"?

   ► What do you think Agatha is going to show the friends now?

C. Small-Group Activity—Village Trials

1. Divide the class into five groups. Give each group one of the five scripts on **Handout B–F.** Each script has five parts. If there are more than five students in a group, assign students additional roles of Director and Assistant Director.
2. Explain that members of each group are going to:
   - Decide who will play each part.
   - Read their play out loud together.
   - Practice the play at least one time.
   - Perform the play for the class.
3. Allow students time to prepare their readers theater presentations. (You may want to schedule class time for groups to further practice their scripts for a more polished presentation.)

D. Debriefing—Readers Theater

1. After each presentation, ask each group:

   ► What due process rule did your play show?

   (Use the following as an answer guide:
   Group A—A person accused of a crime has the right to get help from lawyers or other experts.
   Group B—A person accused of a crime has the right to a judge that has not chosen sides.
   Group C—A person accused of a crime has the right to face his or her accuser.
   Group D—A person is innocent until proven guilty.
   Group E—A person accused of a crime has the right to bring witnesses to court.)

   ► Why is this rule important?

2. After all of the groups have presented, debrief the activity by asking the following questions:

   - What is due process? (The fair treatment of people accused of crimes.)
   - What are some due process rules?
   - Do you think due process is important? Why or why not?

The Village Trials

Agatha Dredd sat on a hilltop with her friends Claudia, Richard, and Edgar. They looked down on Agatha's tiny colonial village. "I hope you like our village," said Agatha. "My parents sailed all the way from England to make a better life here in America. We try to be fair and to respect each other. We brought rules to protect people accused of breaking the law with us from England. But remember, Toby Hogg, the constable's helper, is new at his job. He is still learning how to treat people fairly.

"Now let's see what happens when people go to court for trial," said Agatha with a big grin. She waved her arms and, in a flash, they were standing in the meeting house. All the people who were accused of committing crimes in the village were waiting to stand trial. It was time for the trials to begin.

"Let's watch," said Agatha. "We also have rules to treat people fairly at trial. It's called 'due process.'"

"Due process?" asked Claudia.

"You know," said Edgar, "treating an accused person fairly."

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Village Trial of John Cabot

Constable Tom Law: Hear ye! Hear ye! The village court is now in session!

Judge Prudence: Bring forward the accused!

Constable Tom Law: Step forward, John Cabot.

John Cabot: I didn't do anything!

Witness: Judge, the words I heard this boy say, I cannot repeat. Terrible! Terrible!

Judge Prudence: John Cabot, you have been accused of a crime.

John Cabot: Please. I need someone to help me. I don't understand how this court works.

Toby Hogg: Silence, John Cabot. You have committed a crime. You can't have any help.

John Cabot: I've never been in a court. I don't know what I did wrong. I don't know how to defend myself.

Toby Hogg: You should know how to do that. Now you will pay for your crimes.

Judge Prudence: Stop! The court must use due process. The rule is that a person accused of a crime may have a lawyer to explain the charges and how the court works.

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Village Trial of James Moody

Constable Tom Law: Hear ye! Hear ye! The village court is now in session!

Judge Prudence: Bring the accused forward!

Constable Tom Law: James Moody, you are charged with stealing the school house bell.

James Moody: I didn't steal anything.

Witness: James didn't come to school that day because he stole the bell.

James Moody: I did not. I didn't even know the bell was stolen!

Toby Hogg: Silence! How dare you deny what my witness says?

Judge Prudence: Witness, did you see James Moody steal the school house bell?

Witness: No, I did not see him steal the bell. But I think he stole it.

Toby Hogg: Judge, you and I are friends. Remember when I helped you fix your chimney? Please do me a favor in return. I arrested this man. I want him put in jail for his crime.

Judge Prudence: Stop! The court must use due process. The rule is that a judge should never take sides in the court.

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Village Trial of Peter Goober

Constable Tom Law: Hear ye! Hear ye! The village court is now in session!

Judge Prudence: Bring forward the accused!

Peter Goober: I didn't do anything wrong.

Toby Hogg: Your pig ate all the vegetables in Tom Coffin's garden.

Peter Goober: How do you know it was my pig?

Witness: Tom Coffin told us. A black-and-white pig ate his vegetables. You own a black-and-white pig.

Peter Goober: There were other black-and-white pigs at the common. They look like my pig, but they do not belong to me.

Toby Hogg: Your pig should not eat other people's vegetables.

Peter Goober: Tom Coffin should come to court. I want to ask him how he knows it was my pig.

Constable Tom Law: Tom Coffin does not want to come to court.

Judge Prudence: Stop! The court must use due process. The person on trial has the right to face the person who accused him of this crime.

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Village Trial of John Proctor

Constable Tom Law: Hear ye! Hear ye! The village court is now in session!

Judge Prudence: Bring forward the accused!

Constable Tom Law: Step forward, John Proctor.

John Proctor: I didn't poison our village well.

Witness: I saw this man at the well the night before people got sick.

John Proctor: I go to the well every evening for water.

Toby Hogg: If you didn't poison the well, who did?

John Proctor: I don't know who poisoned the well. Does that make me guilty?

Toby Hogg: If you can't show us that you didn't poison the village well, then you must be guilty.

Judge Prudence: Stop! The court must use due process. The rule is that the person accused is innocent until proven guilty.

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Village Trial of Stephen Smith

Constable Tom Law: Hear ye! Hear ye! The village court is now in session!

Judge Prudence: Bring forward the accused.

Constable Tom Law: Step forward, Stephen Smith.

Judge Prudence: Mr. Smith, you are accused of stealing your neighbor's candlesticks.

Stephen Smith: I did not steal them. On the night of the crime, I was with my friend Peter Goober.

Witness: Peter Goober is a bad man. He allowed his pig to eat Tom Coffin's garden.

Stephen Smith: But he can tell you I was far away from my neighbor's house.

Constable Tom Law: We found the candlesticks buried in your back yard.

Stephen Smith: I didn't put them there! Ask Peter Goober.

Toby Hogg: We cannot believe Peter Goober. He is not a good witness.

Judge: Stop! The court must use due process. The rule is that the person accused has the right to bring witnesses to court.

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The Safety Patrol Returns: Making Fair Rules

Overview

This lesson provides a contemporary focus on issues of due process. Through a short reading, students join members of the Safety Patrol as they return from the colonial village to contemporary times. Working in small groups, students assist the hypothetical Safety Patrol in making rules to protect due process rights.

Objectives

Students will be able to:

- Recognize the need for due process rules.
- Create rules to address issues of due process.

Materials and Preparation

- **Handout A: The Safety Patrol Returns**—1 per student
- **Handout B: Making Your Own Rules**—1 per group of 2–3 students

Procedure

A. **Class Reading—The Safety Patrol Returns**

1. Explain that today students are going to write their own due process rules. Distribute and read aloud **Handout A: The Safety Patrol Returns.**
2. After the reading, ask students to recall what the Safety Patrol did wrong.

B. **Small-Group Activity—Making Your Own Rules**

1. Ask students to recall what the Safety Patrol learned about due process. (A person is innocent until proven guilty, no forced confessions, etc.) List answers on the board.
2. Divide the class into groups of 2–3 students. Distribute **Handout B: Making Your Own Rules** to each group. Explain that each group is going to write its own rules to help the Safety Patrol be fair to other students.
3. Tell students they are going to:
   - Imagine they are a part of the Safety Patrol along with Claudia, Richard, and Edgar.
   - Look at a list of problems that Gerald had with the Safety Patrol.
   - Write a rule to keep the problem from happening again.

   Allow time for the activity.
4. As a whole class, debrief the activity. Discuss each problem separately. Ask all groups what their rule is and discuss whether the rule takes care of the problem.

The Safety Patrol Returns

The members of the Safety Patrol opened their eyes and looked around. They were back in their fifth grade classroom. The church, the meeting house, everything was gone. Toby Hogg and Constable Tom Law were gone. Judge Prudence and the trials in the meeting house were gone. Richard gripped his desk. "Wow! We're really back," he said.

Edgar pinched himself. "Boy," he said. "Did I ever learn a lot!"

Claudia sighed. She felt sad. She missed Agatha. She liked her new friend from another time and place. She remembered their last conversation. "I hope you have learned how important it is to have rules that protect people."

Ms. Martinez walked back into the classroom. "I am sorry that phone call took so long. I hope you children have had time to think about what you did wrong."

The Safety Patrol looked at each other. If only Ms. Martinez knew what had happened to them! Claudia was the first to speak. "I think we understand," she said.

"We didn't follow the rules of due process," said Richard. "We treated Gerald unfairly."

"And we didn't find out who stole Tanya's watch," said Edgar.

"We need some due process rules to make sure that we are never unfair to other students again," said Claudia.

"Good idea," said Ms. Martinez. "Tomorrow we will write some new rules that will help the Safety Patrol to do their job fairly. But now it's time to go home. Safety Patrol dismissed!"

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Name _____ Date _____

Making Your Own Rules

1. Imagine you are a part of the Safety Patrol along with Claudia, Richard, and Edgar.
2. Look at the list of problems that Gerald had with the Safety Patrol.
3. Write your own rules to keep the problem from happening again.

Problem #1: The Safety Patrol decided Gerald was guilty of stealing the wrist watch before they even talked to him.

Rule: _____

_____

Problem #2: The Safety Patrol did not tell Gerald what he had done wrong.

Rule: _____

_____

Problem #3: The Safety Patrol searched Gerald's pockets. They took the wrist watch away from him.

Rule: _____

_____

Problem #4: The Safety Patrol scared and hurt Gerald to make him say he had stolen the wrist watch.

Rule: _____

_____

Problem #5: The Safety Patrol punished Gerald by twisting his arms.

Rule: _____

_____

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Due Process Protectors

Overview

In this culminating lesson for the unit on due process, students participate in a service project to promote and recognize the importance of due process in our democratic society.

First, students identify those in the larger community who promote or enforce due process. After discussing the roles and responsibilities of these individuals, a service project is selected and completed to recognize their contributions. Suggestions for service projects are included.

Objectives

Students will be able to:

- Identify community members who promote or enforce due process.
- Describe three reasons due process is important in our society.
- Use cooperative-learning and critical-thinking skills to complete a service project.

Materials and Preparation

See "Tips for Doing Service Projects" in the "Teacher Tips" section.

Procedure

A. Focus Activity

1. Write the following phrases on the board:
   - Innocent until proven guilty
   - Right to bring witnesses to court
   - Right to a lawyer
   - Right to face your accuser
   - Right to have a fair judge

   Remind the class they learned about these due process rules on their travels with Agatha Dredd.

2. Ask students:

   ► What would it be like to live in our cities today without these rules? (Responses might include: People would be put in jail for things they did not do; everyone would be afraid of the police; things would not be fair; when people were arrested, the police could do whatever they wanted.)

Explain that not all countries have due process protections. Americans are protected by our Constitution and Bill of Rights, which give all of us the rights listed on the board, plus some others. Having due process protections is one of the things that makes many people want to be American.

3. Refer students back to the list on the board and ask:

   ► Since due process is so important in our American cities, who, in the community, helps make sure that due process rights are protected? (Students responses should include: Judges, police officers, attorneys [prosecutors and defense attorneys], people who serve on jury duty. Within the school, others would include teachers, principals, teacher aides, safety patrol.)

4. Explain that students are going to have an opportunity to let these people know that we appreciate the work they do to protect due process.

   Before introducing the service project, you may want to spend additional time building a deeper understanding of:

   - The challenges of the various jobs, especially in always trying to be fair.
   - The responsibilities of being a juror, judge, attorney.
   - Risks some of these individuals face.

B. Suggested Service-Learning Projects

1. Invite to class judges, police officers, attorneys, or citizens who have served on jury duty to be interviewed by students about how they protect due process. Students could organize a "Due Process Appreciation" luncheon for the visitors.

2. Students could make posters thanking judges, juries, lawyers, officers for protecting due process rights. Arrangements could be made to display the posters in a local courthouse.

3. Students could create "Public Service Announcements" (PSAs) urging citizens to respond to jury duty summons. The PSAs could be in the form of posters, videos, three-dimensional displays or other media. The PSAs could be shared with parents or other adult community members, or displayed in public buildings such as the DMV, courthouses, post offices, or local businesses.

Unit III: Authority
Lesson 1

The Tired King

Overview

In this five-lesson unit, students explore the scope and limits of authority. In the first two lessons, students are introduced to the three functions of government and what happens when conflicts arise between the people and governmental authority. This sets the stage for the next lesson in which students visit pre-revolutionary Boston to witness several events leading to the Declaration of Independence. The last two lessons provide a contemporary focus as students participate in role plays and a service-learning project to explore effective strategies for dealing with authority.

In this lesson, students are introduced to the three functions of government (legislative, judicial, executive) through a story about an overworked king who must handle all the tasks of government. Next, students are given descriptions of the three functions of government and asked to match tasks to departments (lawmakers, executives, and judges). Finally, students create job descriptions for lawmakers, executives, and judges.

Objectives

Students will be able to:

- Identify the three functions of government.
- Sort a list of governmental tasks into executive, judicial, and legislative.

Materials and Preparation

- **Handout A: The Tired King**—1 per student
- **Handout B: King Louie's Letters**—Cut out 1 letter per pair of students and place the letters in King Louie's basket.
- **Handout C: In Your Own Words (Optional)**—1 per student
- **King Louie's Basket**—A container to hold the letters
- **King Louie's Signs**
- **Sample Letters**—Cut out the three letters.

Procedure

A. Review—Equal Protection and Due Process

1. Remind students of the stories they read about young people who immigrated to America. List some reasons why they came here (to worship freely, to own land, to be treated equally, etc).

2. Remind students of the Safety Patrol and the lessons they learned about due process (a person is innocent until proven guilty, has a right to a lawyer, cannot be forced to confess, etc.).
3. Explain that in the next lessons, students are going to learn about:
   - The different jobs a government must do to make laws and use them fairly.
   - What can happen when a government does not use laws fairly.

B. Teacher Reading—The Tired King

1. Tell students that you are going to read a story about a tired king who had too many jobs to do.
2. Distribute and read aloud **Handout A: The Tired King.**
3. Check student comprehension by asking the following questions:

   ► Why was King Louie tired? (He had too many jobs to do.)

   ► Where did King Louie's jobs come from? (Letters written by people in his kingdom.)

   ► What jobs did the letters ask King Louie to do? (Make new rules, catch people who broke the rules, decide what to do with people who break the rules.)

   ► What did King Louie decide to do about his jobs? (Form departments to help him run his kingdom.)

C. Paired Activity—Reading King Louie's Letters

1. Tell students that they are going to play the part of King Louie's nobles. Their job will be to read the letters in King Louie's basket and decide where each letter should go.
2. Tell students to look at the story of **The Tired King** to find King Louie's departments. As students name each department, place **King Louie's Signs** on the board.
   - **Department #1—Lawmakers.** Make new rules to keep the kingdom running smoothly.
   - **Department #2—King's Guards.** Enforce the rules to make sure that everybody is safe. Catch people who break the rules.
   - **Department #3—Judges.** Decide what the rules mean. Hold trials to decide if someone is guilty of breaking the rules.
3. Explain to the class that you have taken three letters from King Louie's basket to show them how to decide where each letter should go. Read each **Sample Letter.** Ask students:

   ► What job is the letter talking about?

   ► Which department should do that job?

   Fasten each letter beneath the correct sign.

4. Have each pair of students take one of King Louie's letters from **Louie's Basket**. Explain that they should read their letter and use **Louie's Signs** on the board to decide which department should do the job.

   As pairs finish, ask them to place their letter under the correct sign.

D. **Debriefing—Finding the Right Department for the Job**

Read each letter aloud and ask the class to determine if the letters are under the correct signs.

Enrichment (Optional)

1. **In Your Own Words**

   Distribute **Handout C: In Your Own Words** to each student. Ask students to describe each of King Louie's departments in their own words and give one example of a job that each department might do.

2. **Help Wanted**

   Have students write "Help Wanted" classified ads describing jobs from each department and qualifications and skills necessary.

Name _____ Date _____

The Tired King

King Louie the Umpteenth ruled over a large kingdom. It had thick forests, green fields, and peace-loving people. His tall stone castle was full of fancy furniture, beautiful paintings, and precious jewels. But King Louie had a big problem.

King Louie was a very tired man. He was tired because he had too many jobs to do. Finally, King Louie couldn't stand it anymore. He told all the nobles of his kingdom to meet in the throne room of the castle.

King Louie marched into the throne room. He was followed by three pages who huffed and puffed under the weight of three heavy bags. The pages dumped the contents of each bag into a huge basket beside Louie's throne. King Louie sat down on his throne. He looked at the basket and sighed. "This basket is full of letters from the people of my kingdom," he said. "They all need my help. Listen to this..." Louie pulled a letter out of the basket and read it.

Dear King Louie,

The people of my village want to let their cows and sheep eat the grass in the village square. We need a new rule to keep us from fighting about the grass.

Signed,

Sam, the Shepherd

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"This is an important problem," said Louie. "But I can't spend my time making new rules for every village. I need help!" King Louie pulled a second letter out of the basket.

Dear King Louie,

Every night, somebody comes and steals vegetables out of my garden. Please come and catch him for me.

Signed,

Hungry Hannah

"First, they want me to make the rules," he groaned. "Now they want me to catch the people who break my rules. I can't do both. I don't have time!" King Louie pulled a third letter out of the basket.

Dear King Louie,

I think we found the man who set fire to my barn. Please come and help us decide if he did this dirty deed.

Signed,

Burnt-Out Barney

"Do you see my problem?" asked Louie. "First, I have to make the rules. Then I have to see that everyone follows my rules and now..." Louie waved the third letter in the air. "Now I have to decide what to do with people who break my rules."

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"We need rules. We need to make sure people follow the rules. And we need to decide how to use the rules fairly. That is too much work for me to do alone." King Louie looked at his nobles. "So...I am going to form three new groups, or departments, to run my kingdom more smoothly."

Next, King Louie clapped his hands three times. The royal artist brought out three signs. Each sign described the different jobs that Louie's new departments would do.

King Louie held up the first sign. "Department #1 will be called the Lawmakers," said Louie. "The lawmakers will make new rules to keep the kingdom running smoothly."

King Louie held up the second sign. "Department #2 will be called the King's Guards," said Louie. "They will enforce the rules to make sure that everybody is safe. And they will catch people who break the rules."

King Louie held up the third sign. "Department #3 will be called the Judges," said Louie. "They will decide what the rules mean. And they will hold trials to decide if someone is guilty of breaking the rules."

"Take this basket," Louie told his nobles. "Read the letters. I want you to decide which new department should do the job described in each letter. Now...I am going to take a nap."

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Sample Letters

Dear King Louie,

I need to get some sleep. We need a new rule in my village to stop people from making loud noises at night.

Tired Mary

• Which department should do the job? _____

Dear King Louie,

A musiciam in my village plays his trumpet umtil 11 o'clock every night. The rule says "no loud noises late at night." Please catch him whem he breaks the rules.

Sleepy Marie

• Which departmemt should do the job? _____

Dear King Louie,

The musician admits that he plays the trumpet every night. The rule says, "no loud noises late at night." The musician says that 11 o'clock is not late. Can you help us decide if he is breaking the rules?

Wide-Awake Wayne

• Which department should do the job? _____

King Louie's
Department #1

LAWMAKERS

Make new rules
to keep the
kingdom
running
smoothly.

King Louie's Department #2

KING'S GUARDS

Enforce the rules to make sure that everybody is safe.

Catch people who break the rules.

King Louie's Department #3

JUDGES

Decide what the rules mean.

Hold trials to decide if someone is guilty of breaking the rules.

King Louie's Letters

Dear King Louie,

Two knights from your kingdom keep fighting in our pastures. We need our pastures to grow crops and feed the cows. **We need a new rule to keep the knights from ruining our pastures.**

David Deadgrass

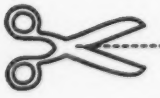
- Which department should do the job? _____

Dear King Louie,

Yesterday, two of your knights got into a big fight. Their horses stomped all the wheat in my field. Your new rule says, "No knights shall fight in the farmer's fields." **Please catch these knights who are breaking the rules.**

Carrie Wheatcrush

- Which department should do the job? _____



Dear King Louie,

One of your guards saw two knights fighting in a farmer's wheat field. The rule says, "No knights shall fight in the farmers' fields." But both knights said they were slaying a dragon on that day and were nowhere near the field. **Please hold a trial to decide if these two knights are guilty of breaking the rules.**

Suspicious Sid

- Which department should do the job? _____

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Dear King Louie

Every morning, farmers hurry to get their fruits and vegetables to market ahead of each other. They race past my front door in their heavy wagons. It is very dangerous. **We need a new rule to keep the farmers from racing their wagons through our village.**

Vera the Villager

- Which department should do the job? _____

Dear King Louie,

Yesterday, a farmer nearly ran over my child. The new rule says, "Farmers must drive slowly through the village." **Please enforce the rules to make sure everyone is safe from these farmers.**

Worried Father

- Which department should do the job? _____

Dear King Louie,

One of your guards caught a farmer racing his wagon through our village. The farmer says he was driving slowly. **Please hold a trial to decide what your new rule means when it says, "Farmers must drive slowly."**

Connie Confused

- Which department should do the job? _____

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Dear King Louie,

My daughter Sally won't go to school. She says she doesn't care about learning. I don't want her to be stupid. **We need a new law to keep our children in school.**

Esther Slipoff (Sally's mother)

- Which department should do the job? _____

Dear King Louie,

I saw Sally Slipoff in the next village on a school day. Your new rule says, "All children must go to school." **Please catch Sally when she breaks this rule.**

Sally's Teacher

- Which department should do the job? _____

Dear King Louie,

One of your guards caught Sally Slipoff skipping school. Sally says she is not a child anymore. **Please hold a trial to decide what your new rule means when it says, "All children must go to school."**

Larry Slipoff (Sally's father)

- Which department should do the job? _____

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Dear King Louie,

I own the mill in my village. Last month I ground Tom Pitt's corn. He had no money to pay me. Now he refuses to pay me. **We need a new rule saying that people must pay for their corn when I grind it.**

Bill Miller

- Which department should do the job? _____

Dear King Louie,

Bill Miller owns the mill in our village. Every time I take corn to his mill to be ground he steals some from me. **Will you help me catch him stealing?**

Tom Pitt

- Which department should do the job? _____

Dear King Louie,

Tom Pitt and Bill Miller have been fighting about grinding corn in the mill. They argue day and night. The new rule says that people must pay the miller when he grinds their corn. **Please come and decide if anybody is guilty of breaking the rules.**

Chester Peacemaker

- Which department should do the job? _____

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Dear King Louie,

Someone has been sneaking onto my land and shooting the deer that live there. We need a new law that says that animals belong to the people who own the land.

Bob of York

- Which department should do the job? _____

Dear King Louie,

Yesterday my son was almost killed by a man who was hunting deer in the forest. Please come and make sure that everybody is safe from hunters in the forest.

Scared Steve

- Which department should do the job? _____

Dear King Louie,

My family is hungry. I need to be able to hunt wild animals in the forest. Wild animals belong to no one. Please come decide what the rule means that says, "Animals belong to the people who own the land."

Henry Hunter

- Which department should do the job? _____

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Name _____ Date _____

In Your Own Words

Describe in your own words what each of Louie's New Departments does. Give an example of a job that each department might do.

Lawmakers. _____

_____

_____

For example:

_____

King's Guards. _____

_____

_____

For example:

_____

Judges. _____

_____

_____

For example:

_____

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No Taxation Without Representation

Overview

This classroom simulation sets the stage for students to explore pre-revolutionary conflicts between American colonists and England. In this lesson, the teacher sets up an activity in which students are asked to come up with ideas to raise money for school supplies. A committee appointed by the teacher rejects the class's ideas in favor of unfair suggestions made by the teacher. In the debriefing, students compare conflicts raised in this simulation tc the kind of problems that Americans faced with King George and the British Parliament (1763–75).

Objectives

Students will be able to:

- Describe the importance of representation in the political process.
- Equate roles from the simulation to British rule in pre-Revolutionary colonial times.

Materials and Preparation

- See "A Note on Using Simulations" in "Teacher Tips."
- **Handout A: Idea Cards**—1 per group
- Drawing paper, colored pens—1 per student
- Cut red ribbons or paper strips for 10 students and cut blue ribbons or paper strips for the rest of your students. Have 2 extra red strips.

Procedure

A. Review—The Three Functions of Government

Remind students of King Louie the Umpteenth and briefly review the jobs of his three departments (Lawmakers, King's Guards, and Judges).

B. Set Up for Simulation

1. Tell students the following:

   I've been thinking about the story of Louie the Tired King. Louie used his new departments to make his kingdom run more smoothly. Why don't we use some of Louie's ideas to help solve some of our school's money problems?

2. Remind students that King Louie used Lawmakers to make his rules.

3. Appoint a committee of 10 Lawmakers who will decide how to raise money for school needs. Give **red ribbons** to the Lawmakers (Reds) to identify them.

4. Give **blue ribbons** to the rest of the class (Blues). Explain that the Blues are going to suggest ways to raise money for the school.

C. **Preparing Groups**

1. Tell students they are now going to decide the best way to help raise money for school supplies. Distribute **Handout A: Idea Cards** to each student in the Blue group.

2. Tell Blue students to brainstorm, alone or in pairs, three ways to raise money for school supplies.

3. While the Blues are brainstorming, pull the Lawmakers (Reds) aside and instruct them to:
   - Always vote "yes" on any rule *you* suggest.
   - Always vote "no" on any idea the Blue students suggest.

D. **The Vote: Raising Money for School Supplies—Suggestion #1**

1. Tell students that to get the ball rolling, you have a way to raise money for school supplies. Write the following suggestion on the board:

   Every Friday, students in the Blue group will contribute 25 cents to the school supply fund.

2. Ask the Reds to vote on your suggestion. Reds vote "yes." Explain that the Lawmakers have made your suggestion a new rule.

3. Give Blue students a chance to respond. Blue answers should include:
   - That's not fair.
   - Why don't the Reds have to pay?
   - You didn't listen to any of our ideas.

E. **Raising Money for School Supplies—Suggestion #2**

1. Tell the Blues that you're sorry you didn't listen to their ideas.

2. Ask for Blue group volunteers to share ideas from their **Idea Cards**. Just nod to ideas without saying much. *Do not* call for a vote on their ideas.

3. Tell students you have another idea. Write the following suggestion on the board:

   All Blue students will pay 25 cents for their report cards. When they return their report cards they will pay an additional 25 cents.

4. Call for a vote.

5. Reds vote "yes." Your suggestion is now a rule.

F. **Raising Money for School Supplies—Suggestion #3**

1. Listen to Blue objections. Tell the Blues that you are sorry you didn't use their ideas.

2. Explain to the Blue group that you are going to let some of them join the Lawmaker group.

3. Give two Blue students red ribbons and appoint them tc the Lawmakers (Red) team.

4. Ask for more ideas from the Blue group and call for a vote on each idea. The 10 original Red students should always vote "No," thus outnumbering any "Yes" votes from the two new appointees.

5. Write the following suggestion on the board:

   All students in the Blue group will pay 25 cents each week to rent their desks from the school.

   Call for a vote.

6. Tell the class that they have decided on three great ways to raise money for school supplies. Immediately begin the debriefing.

G. **Debriefing—Breaking Away from England**

1. Ask students from the Blue group:

   ➤ Do you like the decisions we made today? Why or why not?

   ➤ What did you think about the way these decisions were made?

   ➤ What happened that was unfair?

2. Link the classroom simulation to the American colonial experience just before the Revolutionary War.

   Explain that American colonists felt the same way about King George and the British Parliament before the American Revolution (1763–1775). Tell students that the activity they just participated in was only to show them how the colonists felt when they experienced abuses of authority (the money-making ideas are not real).

   Help students understand simulated roles:

   - Teacher = King George III, ruler of Great Britain
   - Reds = British Parliament, the group of Lawmakers who helped King George run Great Britain
   - Blues = American colonists who didn't want to pay taxes if they didn't have a voice in Parliament's lawmaking

3. Explain that:
   - The American colonists were not included in the British government.
   - King George and Parliament said "no" to American ideas for running the colonies.
   - Because the American colonists had no representation in Parliament, they decided to break away (declare their independence) from the government of England.

4. Tell students that in the next few lessons they will learn how:
   - Problems grew between the American colonies and King George and Parliament.
   - The *Declaration of Independence* was written to deal with those problems.

Enrichment (Optional)—Drawing the Conflict

Have students draw a picture of British government that includes:

- The King, sitting in a throne above
- Many members of the British Parliament
- A few American Colonists who are trying to speak to the King and Parliament.

Idea Cards

Think of three ways to raise money for school supplies.

1.

2.

3.

Think of three ways to raise money for school supplies.

1.

2.

3.

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Boston and the British

Overview

In this two-day sequence, students explore pre-revolutionary Boston and conflicts that led to the writing of the *Declaration of Independence*.

First, working in small groups, students read and present short plays illustrating historical conflicts between American colonists and British authorities. In the second day, students work in groups to analyze and represent each conflict by creating protest posters to share with the rest of the class.

Objectives

Students will be able to:

- Identify and describe an abuse of authority in a historical context.
- Use cooperative learning and presentation skills to present a play to the class.
- Create a response to an abuse of authority.

Materials and Preparation

- **Handout A, B, C, D, and E: Boston Plays**—1 play per student
- **Handout F: Poster Examples**—1 per student
- **Paper, drawing supplies**

Procedure for Day One

A. Review—Timeline Story

1. Using your textbook, help students recall events that led to conflict between the British government and American colonists. Cover the following:
   - British and French fight the French and Indian War to decide who rules America.
   - The war costs the British a lot of money.
   - The British want Americans to help pay for the war.
   - The British impose new tax laws for Americans.
   - The British Parliament pass tax laws without American representation.
   - The Americans begin to fight the British authority by boycotting and smuggling goods and refusing to pay taxes.
2. Tell students that today they are going to visit Boston during the time that the British ruled the American colonies. Here, they will explore some of the conflicts that arose between the British government and the American colonists.

B. Small-Group Activity—Reading and Presenting Boston Stories

1. Tell students that they are going to read a short play about life in Boston more than 200 years ago. In each play, something unfair happens to a young person.
2. Divide the class into five groups. Explain that students are going to:
   - Read the play among themselves and decide who will play each part.
   - Answer the questions at the bottom of the worksheet.
   - Rehearse their play.
   - Present their play to the class as a readers theater.
   - Ask the class to identify what the Americans thought was unfair.

   NOTE: Each play has five parts. If you have more than five students in a group, assign extra students roles of Director and Expert. The Expert can do the last task above.
3. While students read and rehearse their play, write these questions on the board:

   ► What did the Americans think was unfair? Why?
4. Ask each group to present its **Boston Play**. When each performance is complete, have the Narrator or the Expert lead a discussion based on the questions on the board. Answers should include the following:
   - Handout A—British rulers had made taxes without asking the Americans (taxation without representation).
   - Handout B—British soldiers search homes and take things that do not belong to them (search and seizure).
   - Handout C—Americans are told to give food and lodging to British soldiers (quartering acts).
   - Handout D—British rulers do not allow Americans to meet together (illegal assembly).
   - Handout E—American citizens want the right to a trial by jury.
5. Collect student handouts. You will need them for Day Two of this lesson. Tell students that in the next class they are going to make posters that protest the unfair things that were done to the people of Boston by King George, the British Parliament, and British soldiers.

Procedure for Day Two

A. Group Activity—Planning and Drawing Protest Posters

1. Distribute **Handout F: Poster Examples** to each student. Explain that as the colonists became angry about with British authority, they began to protest. One the things they did to protest was make posters showing how the British were unfair. These posters were hung in towns and villages so that all of the colonists would learn about the injustices and unite to protest. Point out that the posters shown on the handout were actually made by colonists.

   Tell students that today they are going to return to Boston where the colonists are becoming more and more angry with British authorities.

Explain that now they will have a chance to make their own posters to protest the injustices they experienced in the Boston plays.

(You may want to explain that many people in the 13 American colonies suffered unfair treatment at the hands of the British. But British authorities were particularly hard on Boston. They wanted to make Boston an example to scare all American colonists into obeying British law.)

2. Divide the class into the same groups as in Day One of this lesson. Redistribute **Boston Plays** to the appropriate groups.

3. Distribute paper and drawing supplies and ask students to work together to write a single sentence objecting to an unfair thing that happened in their play.

   Examples might include:

   - Don't tax unless you ask.
   - Our homes belong to us, not you.
   - No soldiers in our homes. No soldiers at our tables.
   - We want the right to meet together.
   - We want the right to have a trial by jury.

4. Tell students they will need to use their sentence as a caption somewhere in the poster they draw. Remind students how much time they have to complete the activity.

B. **Group Activity—Museum Tour**

1. Arrange for groups to hang their posters in different areas of the room with group members standing next to their poster.

2. Explain that each group is going to present its poster to the other groups in a "museum tour." Have each group split into As and Bs. Explain that the As are first going to be tour guides (or docents). The tour guides tell the visiting groups about their poster. The Bs will first be the visitors. They will move from poster to poster. Show them the route the Bs will take. On a signal, have the Bs move to the next poster. Give the Bs about a minute at each poster and then signal them to move. When the Bs have seen all the posters, have them switch roles with the As and let the As take the tour.

3. After the tours, announce that their posters will be displayed for several weeks so that everyone can read them. You might refer to the display of posters as the "Democracy Wall."

   NOTE: Before the next lesson, remove student posters from the display. When the class reassembles, you are going to tell them that British authorities have ordered British soldiers to take down all posters that speak out against King George and the British government.

Boston Play

Imagine that you are living in Boston a long time ago. One day, this happened to you...

Narrator: It is winter in Boston. The year is 1765. The weather is very cold. **John** and **Susan** are playing alone at home. They break a window. Wind and snow blow inside. Their mother and father will be very angry. John and Susan run to the store.

Inside the store is the **Owner** and a **British Soldier**, who is keeping warm by the fire.

Susan: Help! Quick! We need a piece of glass to fix our window.

John: Here is our money.

Owner: You don't have enough money to buy a piece of glass.

Susan: Why not?

Soldier: The Parliament put a tax on glass.

John: What is a tax?

Store keeper: Extra money you must pay for things that come from Great Britain.

Susan: Why did Parliament do that?

Soldier: We won the war against the French. Now you must help King George pay for the war.

John: That's not fair. **Nobody asked us if we wanted to help King George pay for the war.**

Store keeper: Sorry. No tax–no glass. That's the law.

* * *

Narrator or Expert: What did the Americans think was unfair? Why?

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Boston Play

Imagine that you are living in Boston a long time ago.

Narrator: It is late at night. Everything is quiet in Boston. The year is 1766. **Martha** is asleep in her attic bedroom. Martha's mother, **Anne**, is working downstairs. Martha's father is far away, delivering his newspaper to people who live outside of Boston. Suddenly there is a loud knocking noise.

British Soldier: Open the door in the name of King George!

Martha: Please don't break down our door. This is our home!

Narrator: Crash! The door breaks open. Two men run into Martha's house.

Anne: Who are you? It is against our laws to enter my home without my permission.

Tax Collector: I am King George's tax collector. I follow the King's laws.

British Soldier: I am a British soldier. I am here to search your house for stolen goods.

Martha: That's against the law. We haven't stolen anything.

British Soldier: I found this bundle of paper hidden in the cellar!

Anne: My husband bought that paper! He uses it to print his newspaper.

Tax Collector: You do not have King George's tax stamp on this paper.

British Soldier: The paper has no tax stamp. We must take it with us.

Martha: That's not fair. **You have broken our laws. They say you can't come into our home and take things that don't belong to you.**

* * *

Narrator or Expert: What did the Americans think was unfair? Why?

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Boston Play

Imagine that you are living in Boston a long time ago.

Narrator: The time is 1768. The place is Boston, Massachusetts. **Nathan** and his sister **Mary** are hungry. The two children spent all morning working hard. Nathan hauled water and Mary boiled it over the kitchen fire. Their mother, **Sally**, needed hot water to wash Sergeant Jones's dirty uniforms. Sergeant Jones is a British soldier who lives in their home. Now Nathan and Mary sit at the small kitchen table watching Sergeant Jones eat their food.

Sergeant Jones: Both of you look very angry. What's wrong with you?

Nathan: We don't have enough food to feed you.

Mary: We don't have enough room for you to live here.

Sally: You should go back to Great Britain where you belong.

Sergeant Jones: I want to go home. I miss Great Britain.

Mary: So why don't you go home?

Sergeant Jones: I am here to protect you.

Nathan: We don't need protection. The war is over.

Sergeant Jones: What if the French decide to attack Boston?

Mary: You already beat the French.

Sergeant Jones: Here in Boston we are all ruled by King George. He will decide when I can go home.

Sally: It's not fair. **We don't have enough food. We don't have enough room in our homes to share with British soldiers.**

* * *

Narrator or Expert: What did the Americans think was unfair? Why?

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Boston Play

Imagine that you are living in Boston a long time ago.

Narrator: The year is 1774. **Sarah** is walking with her **Mother** and **Father** to the meeting house. The meeting house was a very important place. Here, all the people gathered to talk. Then, they would make laws or decide other ways to fix problems in Sarah's town. Sarah wanted to hear her father speak at the meeting house. Her father wanted to speak out against the unfair things that the British soldiers were doing to the people of Boston. At the door of the meeting house, Sarah and her mother and father were stopped by a **British Soldier**.

British Soldier: Halt! The meeting house is closed.

Mother: Why?

British Soldier: King George has ruled that Americans cannot meet in groups.

Father: Our laws give us the right to meet and make our own decisions.

British Soldier: The people of Boston have broken King George's laws.

Sarah: What laws did we break?

British Soldier: King George ordered you to pay a tax on tea.

Sarah: But people drink tea every day. We would have to pay a lot of taxes.

Father: Some people in Boston refused to pay the tax. Others poured the tea into the harbor.

Mother: They called it the Boston Tea Party.

British Soldier: Now King George has ordered us to close your meeting halls.

Sarah: But that's not fair. **We have the right to meet and make our own laws.**

* * *

Narrator or Expert: What did the Americans think was unfair? Why?

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Boston Play

Imagine that you are living in Boston, a long time ago.

Narrator: It is January of 1774. Boston is very cold. A **British Soldier** arrested a young boy named **Tom Hewes** for stealing a loaf of bread. His family was hungry. King George had closed Boston harbor to punish the people for the Boston Tea Party. Tom's father worked on the docks. Without ships in the harbor there was no work for Tom's father. Without work there was no money and no food for Tom's family. Now Tom was on trial.

British Soldier: Hear ye! Hear ye! The court of King George is now in session.

Judge: I am the Judge of King George's court. What crime has been committed?

British Soldier: Your honor, I caught this boy stealing food from the store of Bess Williams.

Tom Hewes: I am innocent. Bess Williams said I could take the bread.

Judge: Silence, boy! You are a criminal.

Bess Williams: Please, judge. Let a jury decide if this boy is a criminal.

Judge: A British soldier caught this boy stealing. I am a British judge. I will decide if he is innocent or guilty.

Bess Williams: King George closed Boston harbor. There is no work. People need to eat.

Tom Hewes: I took it for my family. They are hungry.

Bess Williams: Our laws say that a jury made up of the people of Boston should decide. They will understand why Tom Hewes took the bread.

Judge: There will be no jury in this case. I will decide if he is guilty or innocent.

Tom Hewes: That's not fair. **I have a right to a trial by jury.**

* * *

Narrator or Expert: What did the Americans think was unfair? Why?

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The Declaration of Independence

Overview

This lesson places students in the roles of the colonists as they declare their independence from British authority. First, the teacher takes down student posters from the "Democracy Wall" and replaces them with a set of orders from King George. Next, a short reading brings students up-to-date on historical events leading to the Declaration of Independence. Students then work in small groups to convert King George's orders into reasons for declaring independence from Great Britain. The lesson culminates with students comparing their reasons for independence with those contained in the *Declaration of Independence*.

Objectives

Students will be able to:

- Recognize British abuses of authority leading to the American Revolution.
- Create a rationale for independence from government authority.
- Compare their reasons for breaking away to those described in the Declaration of Independence.

Materials and Preparation

- Before class, remove all student posters from display in the classroom. Replace student posters with the five **King George's Orders**.
- **Teacher Reading: Declaring Independence**
- **Declaration of Independence (Student Version)** Prepare this document ahead of time. Write the following text on butcher paper or some other suitable material:

> ***Declaration of Independence***
>
> ***We Americans want to form our own country. King George and the British Parliament do not listen to us. Here are five reasons why we want to break away from the government of Great Britain.***
>
> ***Reason #1:***
>
> ***Reason #2:***
>
> ***Reason #3:***
>
> ***Reason #4:***
>
> ***Reason #5:***
>
> ***King George has treated us unfairly and will not listen to us. Therefore, we have decided to become a separate nation—free and independent.***

Leave space for students to write in the reasons and sign their names at the bottom of this document.

- **Handout A: Reasons for Independence**—1 per group
- **Handout B: Declaration of Independence (Abbreviated Version)**—1 per student

Procedure

A. Focus Activity—King George Strikes Back

1. Ask the class to imagine that they are again colonial Americans. Remind them that in the last lesson they put up protest posters to King George. Point out that the posters are no longer displayed and inform students that King George ordered all the posters removed.
2. Read **Declaring Independence**.

B. Small-Group Activity—Declaring Independence

1. Tell students that they are going work in groups to help Thomas Jefferson write his *Declaration of Independence*.
2. Divide the class into five groups. Remove **King George's Orders** from the wall and give one order to each group.
3. Distribute **Handout A: Reasons for Independence** to each group.
4. Explain that Thomas Jefferson needs a list of reasons why Americans want to break away from the British government. Tell students they are going to:
   - Read **King George's Order**.
   - Discuss why **King George's Order** is unfair.
   - Turn **King George's Order** into a good reason for Thomas Jefferson to use in his declaration of independence.
5. While groups are working, place the butcher paper **Declaration of Independence (Student Version)** on the board. When students have completed their work for independence, ask each group place its reason on the **Declaration of Independence (Student Version)**. Then have all students sign their name at the bottom.
7. Distribute **Handout B: The Declaration of Independence (Abbreviated Version)** to each group. Help students compare and contrast their declaration to the American Declaration of Independence.

King George's Order #1

King George is the ruler of the American colonies. He does not need to ask Americans for permission to collect taxes.

King George's Order #2

British soldiers have the right to search all American homes, stores, and shops. They have the right to take any goods that Americans have not paid taxes on.

King George's Order #3

The British army is in the colonies to protect Americans. Americans should be happy to give food and lodging to British soldiers.

King George's Order #4

Americans are supposed to follow the laws of King George and the British Parliament. Americans cannot gather together to make their own laws.

King George's Order #5

Americans who break British laws can be tried in a British court. British courts do not need to give people accused of crimes a trial by jury.

Declaring Independence

You are tired of being ruled by the British. You are angry about King George's tax laws. You do not want your belongings taken from you. You do not want British soldiers living in your homes. You want to be able to meet together, speak freely, and make your own laws.

King George does not listen to you. You decide you must fight for your freedom. People from all the colonies march to join you in Boston. You organize an army and choose George Washington to be your leader. The fighting begins near Boston and spreads to New York, Pennsylvania, and Virginia. Still, King George and Parliament refuse to listen.

You decide to make a country of your own. You ask Thomas Jefferson, an American leader from Virginia, to write a letter. This letter gives all the reasons why you want to break away, or declare your independence, from Great Britain. The letter is sent to King George. It is called the *Declaration of Independence*.

Name _____ Date _____

Reasons for Independence

1. Read King George's Order.
2. Discuss why King George's Order is unfair.
3. Use King George's Order to write a good reason for Thomas Jefferson to use in his declaration of independence.

Americans should declare their independence from Great Britain because...

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Declaration of Independence
(Abbreviated Version)

When, in the course of history, it becomes necessary to declare independence from a government, it is important to explain why you are doing it.

We strongly believe that all people are created equal and that they have rights. These rights include the right to life, liberty, and the pursuit of happiness.

But King George has treated us badly. He has:

1. Taxed us without our permission.
2. Told British soldiers to ignore our courts and laws.
3. Forced us to let soldiers live with us.
4. Stopped our elected leaders from meeting.
5. Stopped letting us have juries at our trials.

We have repeatedly petitioned the king, very humbly. But he has rejected all our petitions. Therefore, we declare our independence.

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Dealing with Adults and Getting Somewhere

Overview

This two-day lesson sequence provides a contemporary application and community adventure on issues of authority. In Day One, students examine two situations illustrating successful and unsuccessful approaches for young people to work with adults in authority. Next, working in small groups, students create a problem-solving strategy to address a given scenario and act out their solution for the rest of the class.

In Day Two, students participate in a service-learning project in which they share successful strategies for "dealing with adults and getting somewhere" with other young people.

Objectives

Students will be able to:

- Describe three ways to successfully approach authority.
- Generate solutions to given scenarios.
- Work cooperatively to complete a service-learning project.

Materials and Preparation

- **Scene 1: Bats and Balls**—3 copies
- **Scene 2: The Cupcake Problem**—2 copies
- **Handout A: Tips for Dealing With Adults and Getting Somewhere**—1 per student
- **Handout B: Five Scenes**—Cut 1 scene per group of 3–4 students

Procedure

A. Focus Activity

1. Tell students that you want them to try to guess the word you are thinking of. Explain that you are going to write one word clues on the board and, after each word, they can make a guess.

Clues:		
	President	Mother
	Principal	Father
	Teacher	Minister/Priest/Rabbi
	Police Officer	Boss

If no one has guessed the word "Authority," lead students toward the answer.

2. Remind students that in the last few lessons, they learned about what happened in the colonies when people felt they were being treated unfairly by an authority.

   Explain that although petitioning, declaring independence, and going to war may have worked for the colonists, these approaches don't always work so well with parents, principals, and other adults you might need to depend on.

3. Ask several students to describe a time when someone with authority (an adult) helped them solve a problem.

   Tell the class that being able to work **with** authority, not **against** authority is a skill that even some adults do not have. Explain that today they are going to have a chance to think about some ways to work successfully with authority.

B. **Tips for Dealing With Adults and Getting Somewhere**

1. Ask three students to join you in the front and distribute **Scene 1: Bats and Balls (The Wrong Way)** to the three students. Assign each a character from the scene and ask the students to read the scene for the class. After the scenario, ask the class:

   - What problem did Lydia and Robert take to the principal?
   - Did they get the problem solved?
   - What did they do wrong?
   - What could they have done to make the meeting go better?

   Ask for three more volunteers to read **Scene 1: Bats and Balls (The Right Way)** to the class. After the scene, ask:

   - Did this scene come out better for Lydia and Robert?
   - What did they do to make the meeting with Mrs. Jones more successful?

2. Distribute **Handout A: Tips for Dealing With Adults and Getting Somewhere** to the class. Read the tips together. Ask students if they have suggestions to add to the list.

   Call two more students to the front to and repeat the process for **Scene 2: The Cupcake Problem.**

C. ***Small-Group* Activity**

1. Divide the class into groups of 3–4 students. Distribute one of the scenes from **Handout C: Five Scenes** to each group. Review the instructions with the class and remind students how much time they will have to prepare for their performances.

2. When students are ready, set the scene for each performance by reading the story.
3. As each group performs, after the "Wrong Way" scene ask the class:

   ► What was the problem they were trying to solve?

   ► What did they do wrong?

   After the "Right Way" scenes ask:

   ► What did they do right?

   After the plays have been performed, check with the class again to see if they would like to add any tips to the list.

Procedure for Day Two—Service-Learning Project

A. Introduction

Tell the class that since they have become experts at dealing with authority (and getting somewhere), they are going to have a chance to share their skills and knowledge with other students.

B. Service-Learning Project Ideas

1. Students create booklets to share with other classes showing successful ways to deal with authority. Students could create comic strips, picture books, or other creative formats for their booklets.
2. Students could polish and present their scenes to other classes and then distribute "Tips."
3. Students could make posters showing "Tips" to display throughout the school.
4. Students could organize an "Adult Appreciation Day" integrating the above projects into the event.

Scene 1: Bats and Balls (The Wrong Way)
Setting: The Principal's Office

Mrs. Jones: Come in, Lydia and Robert. What can I do for you today?

Robert: (Grumpy) We hate recess.

Lydia: Yeah. There's nothing to do out there.

Mrs. Jones: What? I don't under...

Robert: There are no more balls or bats and...

Lydia: Let me tell her! Everyone is bored or just fights.

Mrs. Jones: What should we do about...

Robert: We don't know. We told everyone we would come tell you.

Lydia: Yeah. We need some more playground equipment.

Mrs. Jones: Well, I'll have to think about this. Every time we buy more balls and bats, they get lost. There is no more money for this in the budget.

Scene 1: Bats and Balls (The Right Way)
Setting: The Principal's Office

Ms. Jones: Come in, Lydia and Robert. What can I do for you today?

Robert: We are having a problem at recess. There is not enough playground equipment to go around, and some students are fighting.

Lydia: We were wondering if you could help us figure out how to get some more balls and bats.

Mrs. Jones: Well, you know, people keep losing the equipment we buy. We don't have any money for this in the budget.

Robert: Maybe we could have a bake sale or something to raise some money.

Mrs. Jones: Hmmm. That's an idea.

Lydia: And maybe we could start checking the balls in and out like library books so they wouldn't get lost.

Mrs. Jones: That's another good idea. Why don't you go talk to Mr. Peng, the student council teacher and see if he could help organize the bake sale.

Robert: Thanks, Mrs. Jones.

Scene 2: The Cupcake Problem (The Wrong Way)
Setting: Just before dinner, at home

James: Mom, I need two dozen cupcakes for school.

Mom: When, James?

James: Tomorrow. Could you make chocolate?

Mom: What do you mean you need cupcakes for school in the morning? Why are you telling me this now?

James: I forgot.

Mom: Sorry, James. I can't do this tonight. I have a report due in the morning and...

James: (Whines) But mom. I promised the teacher I would bring some for the party.

Mom: The school always sends a note home for this ahead of time. I did not get a note from you.

James: Oh, yeah. I lost the note.

Mom: James!

Scene 2: The Cupcake Problem (The Right Way)
Setting: Before dinner, at home

James: Mom, I have a problem. I forgot to tell you that I am supposed to bring two dozen cupcakes to school tomorrow. I know I had a note, but I can't find it.

Mom: What?

James: I already did my homework, so I could make them after dinner. I checked, and we have a mix and all the ingredients.

Mom: Oh, James. I wish you wouldn't forget to tell me things like this. You have to clean up the mess, too.

James: Don't worry, Mom, I will.

Name _____ Date _____

Tips for Dealing With Adults... And Getting Somewhere

1. **Get organized.** Have a plan before you meet with adults. Decide what you need to say and who is going to say it.
2. **Describe the problem or what you need.** Everyone listens better when you can tell them what you need in a friendly way. Don't go in angry, grumpy, or whiny.
3. **Be friendly and respectful.** If you are looking for help to solve a problem, a positive attitude works best. Don't demand...ask.
4. **Come in with ideas of your own.** How would you solve the problem? Don't expect other people to solve your problem. The more ideas you have about how adults could help, the better.
5. **Talk one at a time.** Have a conversation, not an argument. If you and your friends are having a meeting with adults, do not interrupt each other or the adults.

6. _____

_____

7. _____

_____

8. _____

_____

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Five Scenes

Your group is going to show the class a wrong way and a right way to deal with adults.

1. Read the story below.
2. Decide who will play each part.
3. Make up a play to show the wrong way.
4. Make up a play to show the right way.
5. Be ready to show both plays to the class.

A. The Teacher

You and two friends want to work together on a book report. Most of the time, everyone has to work alone on these. You and your friends read the same book and want to do a special project together.

1. Wrong Way–No plan. Interrupting each other. Confusing the teacher about what you want to do.
2. Right Way–

Your group is going to show the class a wrong way and a right way to deal with adults.

1. Read the story below.
2. Decide who will play each part.
3. Make up a play to show the wrong way.
4. Make up a play to show the right way.
5. Be ready to show both plays to the class.

B. The Parent

You and some friends want to go to a movie this weekend. You need your mom or dad to drive all of you there. Another parent will pick you up. You want permission to go and for one of your parents to drive you there.

1. Wrong Way–Keep saying everyone else's parents will let them go.
2. Right Way–

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Your group is going to show the class a wrong way and a right way to deal with adults.

1. Read the story below.
2. Decide who will play each part.
3. Make up a play to show the wrong way.
4. Make up a play to show the right way.
5. Be ready to show both plays to the class.

C. The Principal

Your class would like to have some new computer games. Your class has chosen you and two friends to ask the principal if your class can start a school-wide recycling project. Your class wants to use money they make from this to buy new computer games.

1. Wrong Way–Start with asking for new computer games.
2. Right Way–

Your group is going to show the class a wrong way and a right way to deal with adults.

1. Read the story below.
2. Decide who will play each part.
3. Make up a play to show the wrong way.
4. Make up a play to show the right way.
5. Be ready to show both plays to the class.

D. The Neighbor

You and two friends accidentally kicked a ball over the neighbor's fence. This happens a lot. The neighbor is getting tired of going out and finding your ball.

1. Wrong Way–Demanding that the neighbor get your ball.
2. Right Way–

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Your group is going to show the class a wrong way and a right way to deal with adults.

1. **Read the story below.**
2. **Decide who will play each part.**
3. **Make up a play to show the wrong way.**
4. **Make up a play to show the right way.**
5. **Be ready to show both plays to the class.**

E. The Store Owner

Your class has invited some pre-school students to school for a reading hour. You and two friends are on the snack committee. You need to ask store owners to donate cookies and milk for the children.

1. Wrong Way–Just ask for free stuff and don't tell them what it is for.
2. Right Way–

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Mr. Madison Needs Some Help (Part I)

Overview

This five-lesson unit focuses on the rights and responsibilities of citizenship. In the first two lessons, students help Mr. Madison draft the Bill of Rights. Next, students explore freedoms guaranteed by the First Amendment and discover that with rights, come responsibility. The unit culminates with students creating commercials to educate others about their rights and responsibilities as citizens.

In this two-part lesson, students prepare to help James Madison decide what rights and freedoms should be included in the Bill of Rights. In Part I, through reading and discussion, students meet Madison as he is struggling to write the Bill of Rights. In Part II, students work in small groups to create their own lists of rights to be included in the Bill of Rights. Students then compare their lists with the Bill of Rights.

Objectives

Students will be able to:

- Explain why the Bill of Rights was added to the Constitution.
- Identify rights they have learned about in previous units.

Materials and Preparation

- **Handout A: Mr. Madison Needs Some Help**—1 per student

Procedure

A. History Review—The Rest of the Story...

1. Remind the class that in the last unit, they learned about the colonists declaring their independence from England. Ask:

   ► What did it mean when the colonists declared independence? (They broke away from England and started their own country.)

   ► Why did they want to be independent from England? (They felt the British government was treating them unfairly. Examples might include taxation without representation, quartering troops.)

2. Explain that the colonists had to fight for their independence. Review highlights of the American Revolution students have studied.

3. Explain that once the Americans won their independence from England, there was still a lot of work to be done in creating their own country. Many of the leaders during the struggle for independence continued to lead the nation in planning how the new American government would work.

4. Tell the class that one of the first things these leaders did was to create the U.S. Constitution. Explain that today they are going to meet a man known as "The Father of the Constitution and Bill of Rights." Tell the class that this man later went on to become the fourth President of the United States (1809–1815).

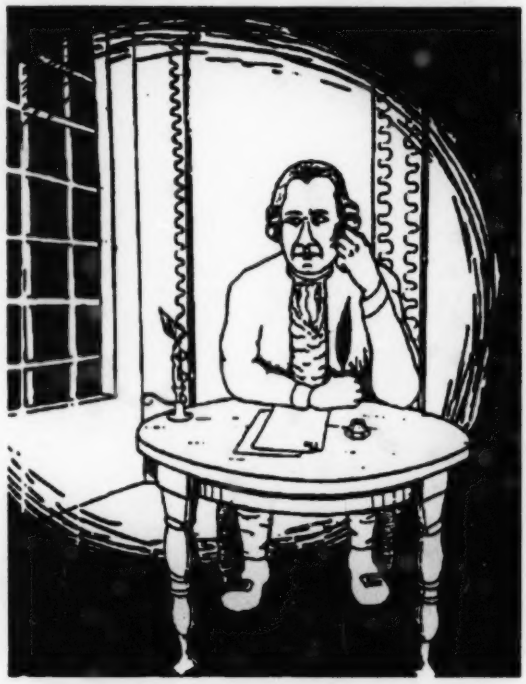
B. Reading and Discussion—Mr. Madison Needs Some Help

1. Distribute to each student **Handout A: Mr. Madison Needs Some Help**. After reading the story with the class, lead a discussion using the following questions:

   - What job did James Madison have to do? (Write a Bill of Rights.)
   - Why did people want a Bill of Rights added to the Constitution? (To protect individual rights; to make sure the government could not take away freedoms the colonists had fought for.)
   - Why was Madison thinking about the things the Colonists had been through under British rule? (To help him decide what rights were important to the people.)
   - What is one right or freedom you think Madison should include?

2. Tell students to remember their good ideas, because in the next lesson, they are going to help Madison decide what rights and freedoms to include in the Bill of Rights.

Mr. Madison Needs Some Help



Mr. James Madison was sitting as his desk thinking. He had been there for hours, and night was beginning to fall. He lit the brass candlestick next to his inkwell and a soft yellow glow filled the room. Madison was tired, but he knew he could not give up until he finished the job. He had to think hard, for America was depending on him.

His job was to make a list of the freedoms and rights Americans valued the most. This list was going to become a part of the U.S. Constitution and would be called the Bill of Rights.

Madison remembered when he had worked on the Constitution. It had been two years since George Washington, Benjamin Franklin, and 52 other men from the states gathered in Philadelphia. They had come to plan how the new nation's government should work. They had argued and struggled. Everyone wanted to make sure that the new government would be strong, but no one wanted to be ruled by an unfair authority again. Finally, almost everyone agreed on the plan. The plan was called the Constitution.

But many people were worried that something was missing from the Constitution. They wanted to make sure that the freedoms and rights Americans had fought for would never be taken away by any government, including our own. Several states decided they would only approve the Constitution if these rights and freedoms were added in a Bill of Rights.

The night grew darker as Madison thought about all the Americans had been through under British rule. They had been taxed unfairly, told what they could and could not say about the King, and arrested

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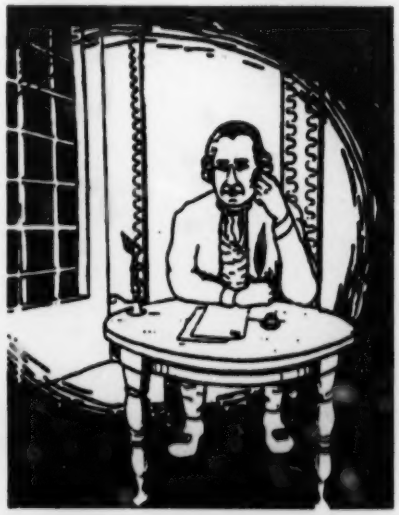
for even meeting with other patriots. They had been forced to give food and shelter to British soldiers in their homes, even when there was no war.



He remembered how the British soldiers and officers of the king had searched people's homes and taken their belongings without good reasons. Some had been arrested and jailed with no trials. Others had been put on trial, but not allowed to have a jury decide their case. He knew that Americans had not forgotten what they had fought for, and many wanted to make sure that the new government would never be able to take away their freedoms again.

But what freedoms were the most important? The states had given him hundreds of ideas about what to include in the Bill of Rights. His good friend, Thomas Jefferson, had sent him many letters and books. But now it was all on his shoulders. He had to decide what was important.

Mr. Madison could use your help.

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Mr. Madison Needs Some Help (Part II)

Overview

This is the second of a two-part lesson in which students work in small groups to determine what rights and freedoms should be included in the Bill of Rights. After students have completed their own lists, they compare their ideas with the Bill of Rights.

Objectives

Students will be able to:

- Recall rights and freedoms they have learned about through their study of U.S. history.
- Use critical thinking skills to decide what rights should be included in the Bill of Rights.
- Justify their decisions.

Materials and Preparation

- **Handout A: Instructions**—1 per group of 2-3 students
- **Handout B: Dear Mr. Madison (Letter Writing)**—1 per group of 2-3 students
- **Handout C: The Bill of Rights**—1 per student

Procedure

A. **Focus Activity**

1. Remind students that in the last lesson, James Madison was struggling to write the Bill of Rights. Ask:

   ► What is Mr. Madison trying to decide? (What rights and freedoms need to be in the Bill of Rights.)

   ► Why are these decisions so important? (The Bill of Rights will become a part of the Constitution. Freedoms and rights of citizens will be protected by this document.)

2. Tell students that today they are going to see what they can do to help Mr. Madison decide what rights and freedoms he should include in the Bill of Rights.

B. Small-Group Activity—Dear Mr. Madison

1. Divide the class into groups of 2–3 students and distribute **Handout A: Instructions** and **Handout B: Dear Mr. Madison** to each group.
2. Explain that to help James Madison, they are going to have to think back to what they have learned about American history this year. Remind them of what they have learned about equal protection and due process rights in previous units.
3. Tell groups their tasks are to:
   - Make a list of at least 10 rights and freedoms.
   - Decide which five of these they should give to Mr. Madison to include in the Bill of Rights.
   - Complete and sign the letter to James Madison explaining why the group chose these five rights or freedoms.

C. Discussion and Debriefing

1. When the groups have completed their letters, have the reporters from each group share one of the rights they chose. If possible, reporters should not duplicate responses. Make a list on the board of the rights and freedoms chosen. After each group has reported, give the groups an opportunity to add from their lists other rights and freedoms not already on the board.
2. Distribute **Handout C: The Bill of Rights** to each student and explain that the first 10 Amendments make up the Bill of Rights. As a class, compare the rights and freedoms listed on the board to those in the Bill of Rights. Ask:

   ➤ What freedoms and rights did we think of that are included in the Bill of Rights?

   ➤ Were there any rights or freedoms we thought of that are not included?

   Explain that when Madison and the other founders created the Constitution, they were very smart to include a plan for how to change, or "amend" it. Since the first 10 Amendments in the Bill of Rights, there have been 16 more Amendments added. Point out the 13th and 19th Amendments as examples of rights and freedoms we have gained over time.

Name _____ Date _____

Instructions

Your job is to help James Madison decide what rights and freedoms should be included in the Bill of Rights. To help you get started, you might want to read the story "Mr. Madison Needs Some Help" again.

Step 1: Assign jobs. Decide who will do the following jobs in your group:

Recorder. This person will be in charge of writing the group's ideas and answers.

Reporter. This person will be in charge of sharing your ideas and reasons with the rest of the class.

Step 2: Brainstorm rights and freedoms. Work together to think of at least 10 rights or freedoms you think Americans should have. Make your list here: _____

_____

_____

_____

_____

_____

Step 3: Narrow your list down. You will give your five best ideas, or most important rights, to Mr. Madison. Work together to decide which five you think REALLY need to be included in the Bill of Rights. For each right or freedom you choose, write a short reason to James Madison to convince him it is important.

Step 4: Fill in the "Dear Mr. Madison" letter. Write your five rights and the reasons you chose them on this letter. When you finish, everyone in the group should sign the letter.

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Name _____ Date _____

Dear Mr. Madison

Dear Mr. Madison:

We have made a list of the rights and freedoms we believe are most important to Americans. We hope this will help you decide what to include in the Bill of Rights.

I. _____

Reason:

II. _____

Reason:

III. _____

Reason:

IV. _____

Reason:

V. _____

Reason:

We the undersigned agree that these rights and freedoms should be protected in the Bill of Rights. (Sign your names!)

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The Bill of Rights

The **First Amendment** protects everyone's right to:

- freedom of speech.
- freedom of the press.
- assemble peaceably.
- petition and complain to the government.
- practice any religion.

It also keeps the government from telling people what religion to practice.

The **Second Amendment** says a citizen army is important and gives people the right to have guns.

The **Third Amendment** keeps the government from making people feed and house soldiers in their homes.

The **Fourth Amendment** stops police from searching people and their houses for no reason.

The **Fifth Amendment** protects everyone's right to:

- due process of law.
- not be tried twice for the same crime.
- not be forced to be a witness against yourself in a criminal trial.
- be paid if the government takes your property for public use.

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The **Sixth Amendment** protects the rights of those accused of crimes. It gives them the right to:

- a speedy and public trial.
- a jury trial.
- be told what they are accused of doing.
- face their accusers.
- get witnesses.
- have a lawyer.

The **Seventh Amendment** gives everyone the right to a jury trial in a lawsuit.

The **Eighth Amendment** protects criminals from cruel punishments.

Ninth Amendment says that we have more rights than what the Bill of Rights lists.

The **Tenth Amendment** says that the U.S. government only has the power to do what the Constitution says. All other powers are held by the people and the states.

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The Land of Cantdo or...The First Amendment Is Missing

Overview

In this lesson, the concept that rights carry responsibilities is introduced as students become more familiar with the First Amendment. First, students read a story illustrating life in a place where First Amendment freedoms do not exist. Next, through a guided discussion, students identify and describe First Amendment freedoms. As either an in-class or take-home activity, students then create drawings or descriptions illustrating how our First Amendment freedoms are used in daily life.

Objectives

Students will be able to:

- Identify and describe six freedoms guaranteed by the First Amendment.
- Give examples of how our society would be different without First Amendment freedoms.
- Give examples of ways we use First Amendment freedoms in everyday life.

Materials and Preparation

- **Handout A: The Land of Cantdo**—1 per student
- **Handout B: First Amendment Freedoms**—1 per student

Procedure

A. Focus Activity—The First Amendment

1. Remind students that in the last lesson, they looked at the Bill of Rights. Refer them to the First Amendment. Tell students that today they are going to see what life might be like without the First Amendment. Ask the class how they would like it if:

   - There was a rule at lunch time that you could not talk to anyone about anything that happens in school.
   - You were not allowed to read any story that was about a person from another country.
   - Only teachers were ever allowed to talk to the principal.

2. Allow the class to discuss how they might react to these situations, then explain that the First Amendment protects these freedoms as well as several others.

B. Reading and Discussion—The Land of Cantdo

1. Distribute **Handout A: The Land of Cantdo** to the class. Explain that this story is about a place where there is no Bill of Rights, no First Amendment. Ask students to read the story silently, in pairs, or as a class.
2. After students have completed the reading, lead a discussion asking the following questions:

   ➤ How would you like to live in Cantdo?

   ➤ What were some of the problems the family had?

   ➤ What freedoms did the family miss having? (As a hint, tell them to look at the bottom of the last page.)
3. Write "First Amendment Freedoms" on the board and help students list the six First Amendment freedoms:
   - Speech—say what we want
   - Assembly—gather in groups
   - Press—write, televise, report, perform what we want
   - Petition—complain to and about the government
   - Religion—practice any religion we want
   - Religion—government cannot start one
4. Ask students:

   ➤ How do you use these freedoms in your life?

C. First Amendment Freedoms—Writing Assignment

1. Distribute **Handout B: First Amendment Freedoms** to each student. Assign this activity to be completed in class or assign it as homework with students being encouraged to get their parents' input.
2. Explain that their assignment is to:
   - Make a drawing or write a description of how we use each First Amendment Freedom in everyday life.
   - Use the story of Cantdo to get ideas.

The Land of Cantdo

I will never forget when my family moved to Cantdo. We thought it was going to be exciting to live in a new place. But we didn't stay long in Cantdo, and I think you'll see why.

The first clue came when my brother, sister and I went down to the recreation center to play baseball. We walked up to a group of kids sitting on a bench and one of them asked me my name. I started to say, "My name is Tony and I just moved here from..."

"WAIT!" one girl yelled. "You can't say that! You'll get in trouble!"

"Say what?" I asked in shock.

"The place where you came from! No one in Cantdo is allowed to say the name of another place," she explained.

"Oh. I didn't know," I apologized. I must admit, I thought this was an odd rule. Where I came from, we could say just about anything as long as it didn't put anyone in danger. At least the rules of baseball were the same as back home. We had a pretty good time during the game.

But, after the game was over, we got in more trouble. My mom had said she would pick us up by the backstop after the game. We were standing by the backstop waiting for my mother when along came a police officer. He said we were breaking the law.

"What did we do?" I asked politely.

"You gathered in a group," the officer replied. "You can't do that here. We do not stand in groups of more than two people at a time unless we are in a line. The government of Cantdo does not allow it."

"Oh. We didn't know," I said. "Where we came from we are allowed to hang out together as long as we don't disturb or harm anyone else. We have never heard of a rule like that."

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We were lucky that day. The officer gave us a warning just as our mom drove up. We walked to the car staying far apart from each other so no one would suspect us of gathering.

Next, my mother found out we could not go to the church we have always belonged to. They only have one religion in Cantdo. It's run by the government. It's not our religion, but no one is allowed to be any other religion. We weren't used to the government running a religion. We were used to being able to practice our own religion. As long as your religion didn't cause you to break any laws or harm others, you could be any religion.

My father couldn't find a newspaper that reported any news about anywhere except Cantdo. He wanted to know what was happening back home. My little sister wanted to know who was winning the World Series. When my father asked about getting a newspaper sent from home, he found out that in Cantdo you can't read newspapers from other places. Only news about Cantdo can be printed, and it has to be good news. This was beginning to get weird.

We tried to take our minds off of all of Cantdo's strange ways by watching television. Well, in Cantdo, there is only one T.V. show and it plays over and over again. The show is about all of the things you can't do in Cantdo. We just weren't used to this at all. We missed having freedom of the press. As long as it didn't cause harm or injury, the television, radio, and newspapers could say what they wanted. Even if the news wasn't good, at least we knew the real story. Not in Cantdo.

The last straw came when we decided to try to get to know the neighbors. We planned a barbecue at the park down the street.

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We made invitations and passed them out to all the neighbors and put up some signs in our front yard. The police told us we had to take the signs down and we could not pass out any more invitations. "You can't do this. It is against the law to pass out or display anything you wrote yourself," the officer said.

So, only a few people came to the barbecue. We all tried to remember to either sit down or stand in a line so we would not get in trouble for gathering. But we ended up in trouble anyway. We talked to the neighbors about how strange the laws of Cantdo were. Some people agreed with us. My father had an idea to make a list and let the people who agreed sign their names. We thought maybe some of these laws might change if the government knew how people felt. Bad idea.

That day my parents got three tickets. One was for "Agreeing." That was for making the list of people who agreed that the government should change. We call it a petition back home. Another was for "Government Gossip." We also got a ticket for "Gathering" because this time, even though everyone was sitting down, people were complaining about the government. We were confused. Everyone was peaceful. There was no danger.

The next day my family moved back to our old home. We were all very happy to leave Cantdo. We just weren't used to not having the freedom to...

Practice our own religion...

Say what we felt, even if it was about the government...

Write what we wanted, and let others read it...

Know the real news, even if it's not good news...

Be able to choose what we watch on T.V and...

Gather with others to stand up for what we believe in.

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Name _____ Date _____

First Amendment Freedoms

Show one way people use First Amendment Freedoms in each box.

Speech	No Religion Run by Government
Practice a Religion	Press
Petition/Complain to the Government	Assembly

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Superheroes of Freedom

Overview

In this lesson, students meet a "superhero" character who helps people use their freedoms and rights responsibly. Working in pairs, students create their own superhero and comic strip to show how their heroes teach responsibility to characters who misuse their freedoms.

Objectives

Students will be able to:

- Determine what responsibilities should be used with specific First Amendment freedoms.
- Use storytelling and problem-solving skills to create a comic strip.
- Demonstrate the need for citizens to use First Amendment freedoms responsibly.

Materials and Preparation

- **Teacher Reading: Hector the Protector**
- **Handout A: Superheroes of Freedom**—1 per pair of students
- **Handout B: First Amendment Scenes**—1 scene per pair of students

Procedure

A. First Amendment Freedoms

1. Review the six First Amendment Freedoms from the last lesson, and then ask the class:

   ► Does having the freedom of speech mean we can say anything we want, any time, to any one?

   ► What if one of your neighbors started shouting "I have freedom of speech" in the middle of the night? What might happen?

   ► What if a group of people started calling a complete stranger terrible names? What might happen?

   ► Why is being responsible with our rights and freedoms important?

   ► What responsibilities go along with our First Amendment rights? (Answers might include: Respect the rights of others; don't put other people in danger; respect other people's property.)

2. Explain that responsibilities come with our rights and freedoms. Tell students that they are about to meet Hector, the Freedom Protector and Rights Respecter, who works to defend our freedoms and ensure that people use their rights with responsibility.

B. Teacher Reading—Hector the Protector

1. Read the **Teacher Reading: Hector the Protector** to the class to introduce the superhero.
2. Ask the class:

   - What rights did the celebrators think they had?
   - What did they do wrong?
   - How could they have used their freedom more responsibly?

C. Paired Activity—Comic Strips

1. Explain that students are going to have a chance to create their own superhero who will make sure people use their freedoms responsibly.
2. Divide the class into pairs and distribute to each pair **Handout A: Superheroes of Freedom**, one of the scenes from **Handout B: First Amendment Scenes**, and art supplies.
3. Review the instructions on the handout with the class and remind students how much time they have to complete the tasks.

   If your students are unfamiliar with creating comic strips, use the Hector story to help the class outline how the story could be told in comic strip form.

D. Debriefing—Sharing and Discussion

1. Ask volunteers to show their comic strips. Students should describe the problem and what the people learned about rights and responsibilities.
2. Ask the class:

   - What kinds of things can happen when people are not responsible with their rights?
   - What responsibilities do we have, as citizens, in using our First Amendment freedoms?

Hector the Protector

It was a quiet and peaceful night when all of a sudden, the street filled with hoards of people who were blowing little horns, shouting, and laughing. Soon, everyone in the neighborhood was awake and not too happy about it either.

Down the middle of the street came a big group of people who were having a great time. They were laughing and shouting about how their team won a football game. The neighbors started shouting back, and they weren't shouting "Congratulations."

The neighbors wanted the crowd to go away so they could go back to sleep. But the happy crowd kept cheering and waking up more and more people. Pretty soon, the neighbors started getting mad.

Just when things were about to get out of control...there was a crash...a flash and suddenly, before everyone's eyes appeared Hector, Freedom Protector, Rights Respecter.

A hush came over the happy crowd, a cheer went up from the neighbors. "HOLD IT!" boomed Hector. "Looks like we have a problem here!"

One of the horn-blowers spoke up, "Yes! We have a problem! We have the right to celebrate our team's victory. We have freedom of speech and freedom of assembly! They have no right to be mad at us and yell at us when we are having fun!"

Hector quickly asked, "What about their rights? They shouldn't have to be awakened in the middle of the night. You have freedom of speech and freedom of assembly, but you have to respect the rights of others and use your freedom responsibly."

"We were just so happy our team won..."

"A fight could have broken out. People could have been hurt. We have to use our freedoms responsibly and respect the rights of others. Neighbors, return to your beds and rest peacefully. As for you all, celebrate your victory, but respect the rights of others. Enjoy your freedom!"

In a flash, the masked marvel was gone.

Name _____ Date _____

Superheroes of Freedom

Step 1. Read your scene.

Step 2. What right or freedom is the scene about?

_____

Step 3. Answer these questions:

Why is this not a responsible way to use this right or freedom? _____

_____

What could happen if the problem is not solved?_____

_____

What responsibilities go with having this right or freedom?

_____

_____

Step 4. Work together to create your superhero. Think of a name and what your superhero looks like.

Step 5. Create your comic strip.

Box 1–Show the problem.

Box 2–Show what will happen if the problem is not solved.

Box 3–Show your superhero coming to the rescue.

Box 4–Show how your hero teaches people to be responsible with their rights.

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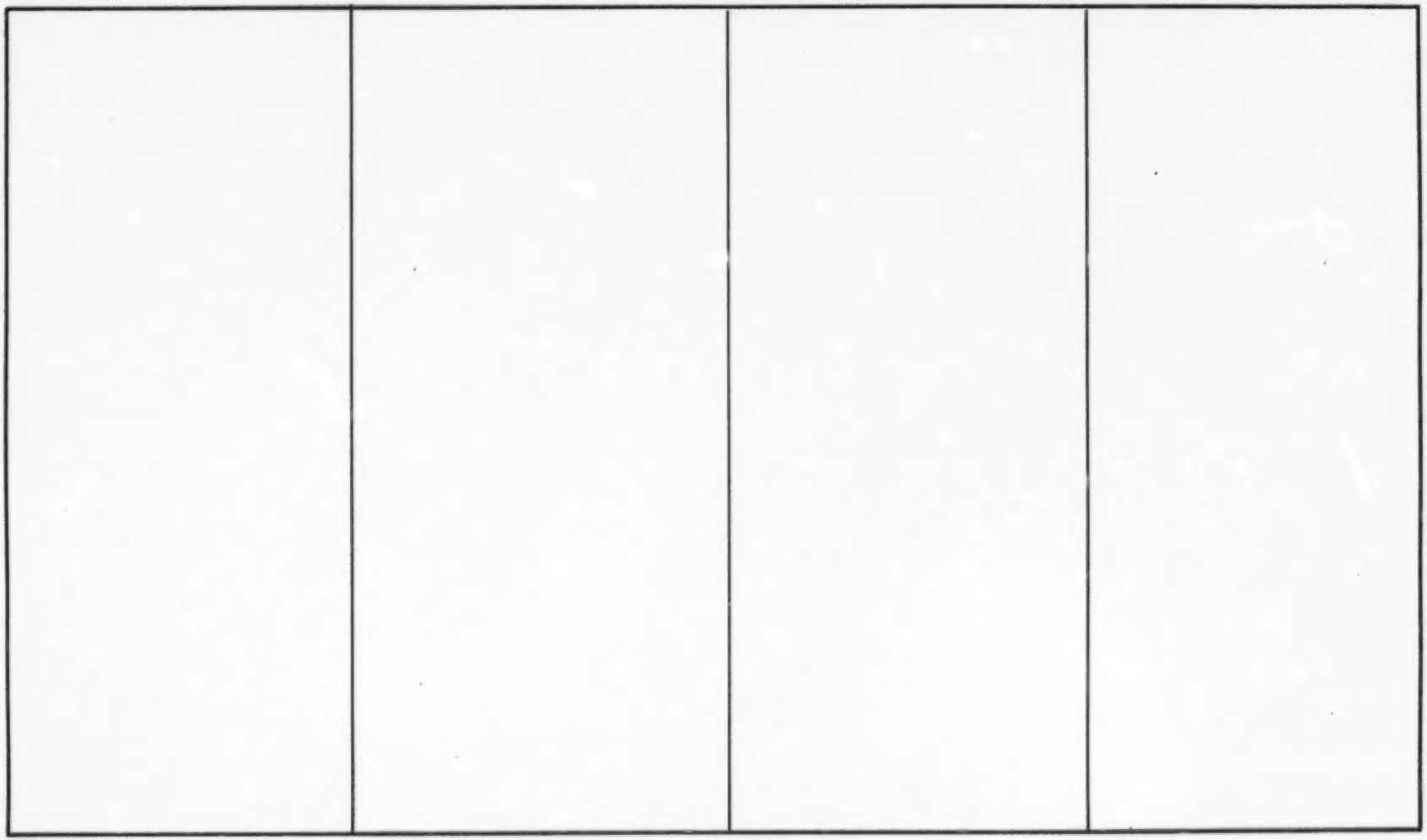
Name Date

Superheroes of Freedom



Box 1 Box 2 Box 3 Box 4

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First Amendment Scenes

1. Freedom of Speech

A person yells "Fire!" in a crowded theater, but there is no fire.

2. Free Exercise of Religion (Practice any religion.)

A person gets caught stealing and says they started a new religion that says stealing is good.

3. Free Exercise of Religion (Practice any religion.)

A group of people burn down a bookstore because it sells books that offend their religion.

4. Freedom of the Press (newspapers, television, radio...)

A reporter makes up a mean story full of lies about her neighbor because she does not like the neighbor's music. She reports the story on television.

5. Freedom to Assemble Peaceably (Gather in groups.)

A group of people are mad about a new law. They meet together at the courthouse. After they meet, they start fighting with everyone who comes out of the building.

6. Right to Petition the Government (Say what you think about and to the government, write letters, sign petitions.)

A person has a complaint about the government. The person writes a mean letter to the President and signs someone else's name.

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Brought to You by the Bill of Rights

Overview

In this two-day lesson sequence, students create commercials advertising specific rights and responsibilities from the Bill of Rights. As a community adventure (service project), students can present their commercials to inform others about their rights and responsibilities. Audiences for the service-learning activity might include younger children, senior citizens, new immigrants, or parents.

Objectives

Students will be able to:

- Identify and describe the freedom(s) or rights guaranteed by a given amendment.
- Describe the responsibilities of citizens in exercising those rights.
- Create and perform a commercial to demonstrate their knowledge about rights and responsibilities.

Materials and Preparation

- **Handout A: Brought to You by the Bill of Rights: Creating Your Commercial**—1 per student
- **Handout B: Freedoms, Rights, and Responsibilities**—1 section per group
- Art supplies

Procedure

A. Focus Activity—Review

1. Remind students that throughout their studies of U.S. history this year, they have thought about the rights and freedoms we have in this country. Ask students to think about what they have learned this year in social studies:

   ► What were some of the reasons people came to this country? (Freedom of religion, escaping from prejudices, to own property, right to a fair trial, etc., from Unit I, Lessons 1–2)

   ► Do people still come to live in America for these reasons? Are there other reasons also?

   ► Did people here always have the rights and freedoms we do today? What did early Americans do to gain these freedoms? (Declared independence from England; fought a war; created the Constitution and Bill of Rights.)

2. Remind students that with our rights, come responsibilities. Refer students to the comic strips from the last lesson for examples of this concept.

B. Small-Group Activity—Brought to You by the Bill of Rights

1. Explain that students are now going to have a chance to show what they have learned about rights and responsibilities this year.
2. Tell students that a big advertising company, the Bill O. Rights Agency, Inc., has just hired them to do an ad campaign. The agency wants to have a new series of television commercials advertising rights from the Bill of Rights. The agency wants the ads to show the responsibilities that go along with having these rights.
3. Divide the class into groups of 3–4 students and distribute Handout A and one of the Rights and Freedoms from Handout B to each group. Read Handout A with the class, discussing the advertising strategies.
4. Explain that each group will create its own commercial to sell its rights and responsibilities. You might want to tell students their commercial should last no longer than 1–2 minutes.
5. Remind students how long they have to prepare their commercials. If possible, encourage students to create props and costumes for their commercials.

C. Class Performances

After each group presents its commercial, lead a brief class discussion asking:

- What right or freedom did this commercial advertise? What Amendment gives us this right? (You may want to read the class the Amendment as it is written in the Bill of Rights.)
- What responsibilities were advertised? Can you think of any other responsibilities that go with this right?

D. Service-Learning Project

1. Explain that students are now going to have an opportunity to educate other people about the Bill of Rights and our responsibilities.
2. Identify and arrange an audience for the class presentations of their commercials. Audiences might include:
   - Younger students at school.
   - New Immigrants—check with bilingual education programs, community centers, or agencies which provide services to new citizens.
   - Parents.
   - Eighth graders (or other grade level) studying American history. The secondary teacher might be willing to arrange for the older students to make a presentation to your class in return.

Brought to You by the Bill of Rights: Creating Your Commercial

You have just been hired by the Bill O. Rights Advertising Agency to create a new television commercial. Your commercial will need to sell rights and responsibilities from the Bill of Rights.

Here are some tips for getting started...

1. Read the Rights and Freedoms your group was given. Decide what people should do to use these rights responsibly. Sometimes it helps to think about what would happen if people did not use responsible judgment.
2. Work together to figure out how you can sell your rights and responsibilities to other people. Think about T.V. commercials you have seen. How do the ads sell the products? Some commercials use:
   - Movie stars, athletes and other famous people.
   - Lines like "You can't live without it!"
   - Before and After examples.
   - Lines like "Everyone who's cool wants this!"
   - Examples of how bad things might be if you didn't have the product.
3. Everyone in your group should have some part in the commercial, even if it is holding a sign. Work together to create your commercial. Practice acting it out. Get ready to show the rest of the class your commercial.

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Freedoms, Rights, and Responsibilities

GROUP 1
From the First Amendment–Freedom of Religion

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof...."

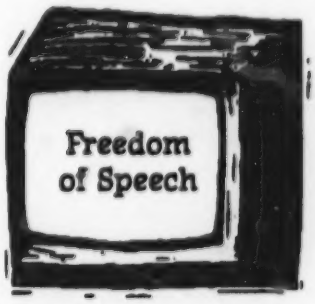
In other words...

We have the right to believe in whatever religion we choose, to worship where we want to, and how we want to. The government can not make any laws that tell us what religion to believe in.

Questions to help you think about the responsibilities:

1. What if a person decided to make up a new religion that said burning down a school was O.K.?
2. What if a person decided that they wanted to worship in the middle of a busy freeway and caused a lot of accidents?

GROUP 2
From the First Amendment–Freedom of Speech



"Congress shall make no law...abridging the freedom of speech...."

In other words...

The government cannot make any laws that tell people what to say, what not to say, or how to say it.

Questions to help you think about the responsibilities:

1. What if a person yells "bomb!" in a crowded airplane, when there is no bomb or danger?
2. What if a person says something that will cause another person to be harmed or injured?
3. What if a person says things in a way that disturbs the peace of other people?

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GROUP 3
From the First Amendment–Freedom of the Press

"Congress shall make no law...abridging the freedom of the press...."

In other words...

The government cannot make any laws telling newspapers, television, reporters, or other media what they can or cannot say.

Questions to help you think about the responsibilities:

1. What if a newspaper prints a story that it knows is not true and people get hurt from the lies?
2. What if a famous actor does not want his picture taken, but a photographer sneaks into the actor's yard and takes his picture, which ends up on the cover of a magazine?

GROUP 4
From the Fifth Amendment–Right Not to Be a Witness Against Yourself

"...nor shall any person in any criminal case be compelled to be a witness against himself...."

In other words:

You have heard of people "taking the Fifth Amendment." This means they are using the right not to say anything that might be held against them at their own trial.

Questions to help you think about responsibilities:

1. What if a person on trial pays all the witnesses to take the Fifth Amendment and not testify so the person will not be convicted?
2. Can you take the Fifth Amendment at school? With your parents? (No. This only applies in a criminal case where someone may have to be on trial in courtroom.)

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GROUP 5
From the Sixth Amendment—Right to Call Witnesses

"In all criminal prosecutions, the accused shall enjoy the right...to have...witnesses in his favor...."

In other words...

People accused of crimes have the right to have people come and say they are not guilty.

Questions to help you think about responsibilities:

1. What if a person gets all of his friends to come to court and lie?
2. What if a person pays people a lot of money to come to court and say he is not guilty?

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